THE UNIVERSITY OF ALBERTA

PROCEDURES AND CRITERIA USED BY ALBERTA SCHOOL DISTRICTS IN SELECTING PRINCIPALS

by

ESTHER ANNE OAKS

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ABSTRACT

The purpose of this study was to describe the selection processes employed in school districts in Alberta to identify and place school principals. The study was confined to school districts with more than ten schools in the district. Both first appointments and reappointments were considered in the study.

An attempt was made to describe the extent of the application of the criteria and procedures, to make some comparisons among the opinions of the school district, those who were appointed and writers interested in this aspect of administration.

The data were collected in interviews and by mail through the use of questionnaires. The interview was conducted with the school district designate in personnel and the questionnaire was sent to principals appointed between September 1, 1980 and June 30, 1983. Seven superintendents or designates were interviewed and one hundred eighty questionnaires were distributed with a return rate of 71%. The data from these questionnaires were tabulated and transferred to data cards for processing.

The interviews required respondents to indicate which criteria and procedures were utilized in the selection and appointment of principals. The questionnaires sent to recent appointees were used to gather personal information, professional

characteristics, backgrounds of experience, information about the schools they were administering and the procedures they experienced in being selected and placed.

The major findings were that school districts had written selection policies, but did not develop position guides for particular placements. Internal recruitment of candidates and self-identification were universally applied in these districts.

Selection criteria included personal factors, experience, training, scholastic achievement and sometimes intelligence and health factors. Age and sex were not considered but male candidates aged thirty-one to forty-five where chosen.

Selection procedures included interviews, probationary periods, references and applications. Field checks and academic transcripts were sometimes employed. Ability tests and physical examinations were not used. Some differences were evident between reassigned and newly appointed principals in criteria applied and procedures employed.

School districts made placements on the basis of matching a recommended list of candidates with available positions. Assessments of situations were subjective and little investigation of the situation occurred.

Superintendents and principals were satisfied with the selection process.

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I. INTRODUCTION TO THE STUDY

A. Introduction

The purpose of administration in education is to facilitate teaching and learning. Campbell, Nystrand and Bridges group the administrative tasks or operational areas of administration into six categories:

1. School-community relations
2. Curriculum and instruction
3. Pupil personnel
4. Staff personnel
5. Physical facilities
6. Finance and business management (1977:116)

Within each of these categories the components of the administrative process are included. Gregg, as cited in a paper by Miklos, identifies these components as planning, organizing, co-ordinating, decision-making, communicating, evaluating and influencing. (1975:5).

The focus of this study is personnel administration and in particular the selection of administrators for schools.

Education in Alberta faces an exciting challenge at present. A decline in financial resources and stabilization of population growth coupled with a continuing increase in numbers of trained and

experienced personnel available provides an ideal opportunity to evaluate and upgrade the educational system and its personnel. Better qualified and highly motivated individuals may be identified for administrative positions.

The role of the principal is highly complex and multi-faceted. A few aspects of that role are seen as critical. The principal as middleman in the educational organization with a major responsibility to interface with the community is recognized as a pivotal element (Sergiovanni, Elliott, 1971). As a representative of the educational institution, principals are responsible for promoting effective communication with and constructive involvement in the community (Raubinger, Sumption, Kamm, 1974). As an educational leader, the principal is responsible for attainment of organizational goals at school level (Doll, 1972). Leadership of the principal sets the direction the school will follow (Lipham and Hoeh, 1974). Identification and selection of individuals able to perform successfully in these roles is important to school systems.

The process practiced in selecting school principals varies among school districts, according to the needs of the system and the expertise of those involved in applying whatever criteria and procedures are employed. Issues generally considered relevant and

important in this process include identification and recruitment of potential candidates, the screening process, placement of individuals in positions, and a probationary period which includes an evaluative assessment.

Castetter's model for personnel selection is used as a guide in the discussion of the selection process in this study. The model in its entirety is presented here. (See Figure 1, Page 4).

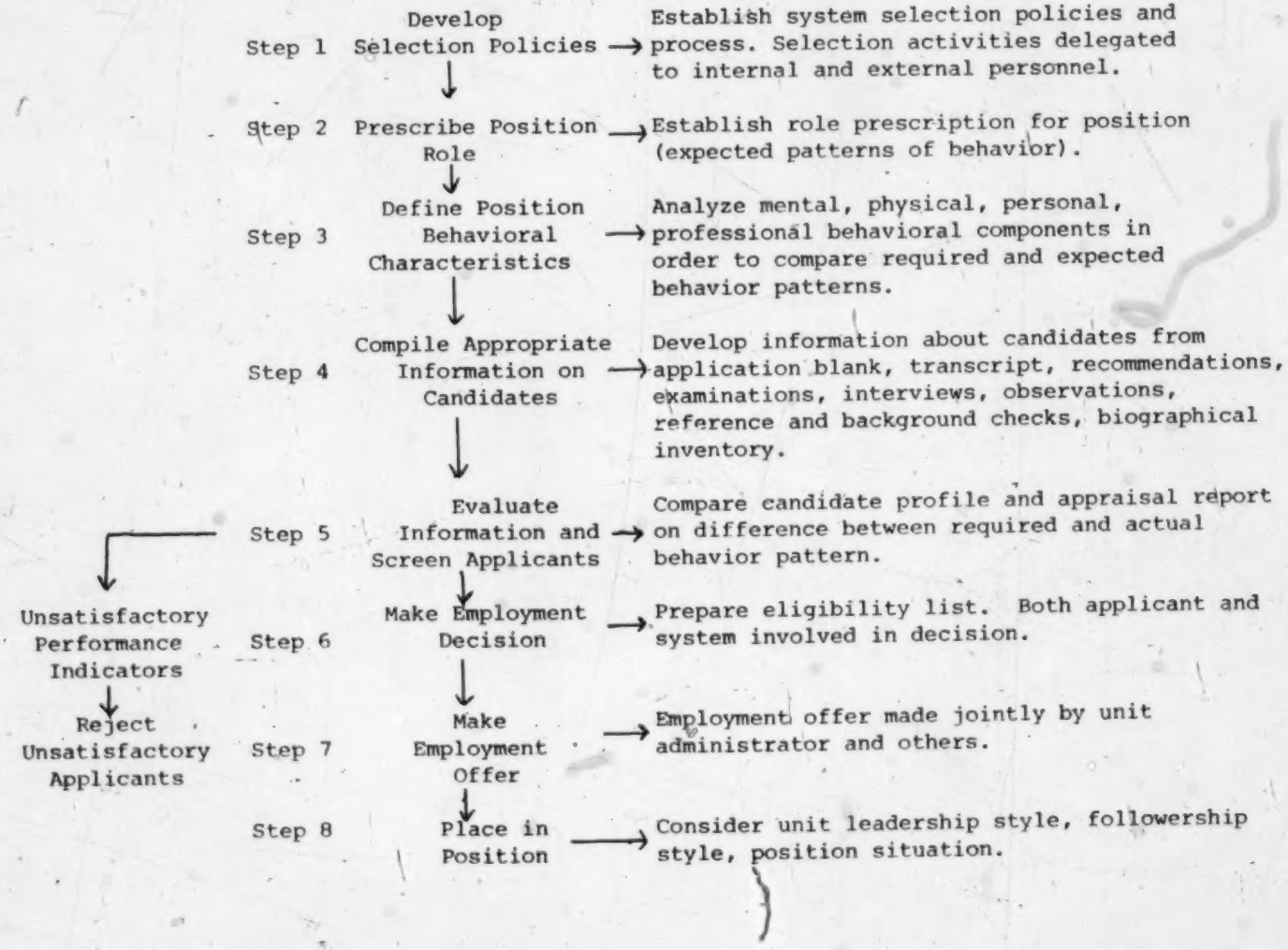
In smaller urban centers and when vacancies become available during the term candidates are selected for a particular position. In larger urban centres an administrative pool is usually identified from which principals are selected and appointed to schools.

Given the already high costs of education, the cost of dealing with unsatisfactory administrative performance should be avoided. Appropriate selection will minimize the dissipation of time, effort and funds incurred as a result of incorrect placements or inappropriate selections (Castetter, 1981:161).

B. The Problem

Recent studies conducted in Saskatchewan (1983) and British Columbia (1978) looked at the selection processes used in appointing administrators to schools. Prior to that a study conducted by Peach (1963) investigated selection of principals in Western

Figure 1: Model of the selection process.


Step 1
Develop Selection Policies
Establish system selection policies and process. Selection activities delegated to internal and external personnel.
Step 2
Prescribe Position Role
Establish role prescription for position (expected patterns of behavior).
Step 3
Define Position Behavioral Characteristics
Analyze mental, physical, personal, professional behavioral components in order to compare required and expected behavior patterns.
Step 4
Compile Appropriate Information on Candidates
Develop information about candidates from application blank, transcript, recommendations, examinations, interviews, observations, reference and background checks, biographical inventory.
Step 5
Evaluate Information and Screen Applicants
Compare candidate profile and appraisal report on difference between required and actual behavior pattern.
Unsatisfactory Performance Indicators
Step 6
Make Employment Decision
Prepare eligibility list. Both applicant and system involved in decision.
Reject Unsatisfactory Applicants
Step 7
Make Employment Offer
Employment offer made jointly by unit administrator and others.
Step 8
Place in Position
Consider unit leadership style, followership style, position situation.

(Castetter, 1981:168)

Canadian schools. No recent survey of selection processes for appointing principals in urban districts in Alberta has been conducted.

Much literature is available about the role of the principal, the tasks of administration, the professional and personal characteristics deemed necessary to perform effectively as a principal. Writers in selection have recommended criteria and procedures useful in identifying and selecting candidates for principalships. How are selections currently made in Alberta school districts? Are the processes being employed in these school districts compatible with recommended processes as described in the literature?

No recent surveys have been conducted in Alberta to look at these questions. Studies conducted in British Columbia and Saskatchewan provide current information about selection of principals. Comparable surveys need to be conducted in Alberta.

The purpose of this study is to describe the selection processes employed by urban districts in Alberta to identify and place school principals and the satisfaction superintendents and principals have with the process.

The problem was divided into a number of components concerning the criteria, procedures and satisfaction experienced with the selection process.

Sub-problems:

a) How do the school systems identify persons to be considered for administrative positions?

b) What criteria are used in the selection process?

c) What relative importance is placed on these criteria by the superintendents employing them?

d) What procedures are employed in choosing among applicants for the position of principal?

e) What relative importance is placed on these procedures by the superintendents employing them?

f) To what extent do the selection processes employed by the school districts take into account the specific and unique requirements of particular schools?

g) What predictive ability do the superintendents assign to the selection processes for:

   i) Subsequent administrative performance?

   ii) Subsequent administrator job satisfaction?

h) How satisfied are superintendents with selection processes presently employed?

i) What criteria do recently appointed

principals identify as part of the selection process they experienced?

j) What procedures did recently appointed principals experience as part of the selection process?

k) How satisfied are recently appointed principals with their present placement in the school system?

C. Significance of the Study

Processes that are seen to be objectively and judiciously applied in the selection of a principal foster confidence and trust in the administration of the school system. To maintain morale of a teaching staff, selection of leaders with expertise in curriculum and instruction, demonstrated skill in pupil organization and staff relations, and proficiency in resource management is imperative (Caldwell, Magnan, 1981). Because the task of developing a satisfied, productive team of educators is the responsibility of the principal, the personnel director requires informed consideration of all aspects of a situation when appointing a candidate.

As a spokesperson of the school in the community, it is desirable to select an administrator who may represent the school suitably, possessing skills and

talent in dealing with members of the community. Principals who are currently serving in schools in Alberta rate two tasks as being of high priority: (1) the development of communication channels with parents and local community members and (2) the promotion of a positive school image in the community (Maynes, 1979:19). Because the educational arena is human intensive, anyone selected for middle-management requires skills in dealing with a wide range of humanity, e.g., young children, parents, colleagues, and the business community. Since there is an expectation that the principal will achieve the goals of the Department of Education and the local school board while meeting the needs of students, teachers and the community in which the school is located, the role of principal demands a person skilled in the art of communication.

Miklos (1975), in a paper describing components and tasks of the administrative process, identifies seven components: planning, decision-making, organizing, coordinating, communicating, influencing and evaluating. He concludes,

> Effective administration involves not only effective performance in each of these but also appropriate sequence in accordance with the demands of a particular situation (Miklos, 1975:8).

It is anticipated that findings of this study will indicate the need to extend and refine selection

processes currently used in identifying principals. There is a need to assess situations in which individuals will be placed, as well as assessing skills, abilities and personal qualities of the person.

Schools vary greatly. Consider the wide range of environments within which schools are located. Student populations within schools have different needs. To meet these needs objectives within school settings will vary according to the environment and the population being served.

The act of choosing a principal demands an intensive selection process to identify a person who may meet the position requirements and simultaneously experience job satisfaction so that the needs of both the system and the individual are being met. Frequent turn-over of personnel bespeaks a deficient selection process while unchanging staff may indicate a stagnant, ingrown system. Ideally the selection process will identify individuals who will support the system in which they are serving while encouraging growth and change within the structure. How are Alberta school districts coping with this delicate process? Is this process an art, subjective and specific; or a science, quantifiable and replicable?

D. Assumptions

a) It is assumed that information gathered from the Personnel Director depicts the selection procedure actually employed, in the best judgment of the respondent.

b) It is assumed that information gathered from principals depicts their judgments of the process applied in their selection.

c) It is assumed that principals will attempt to honestly rate their satisfaction with their placement.

d) It is assumed that Personnel Directors will attempt to honestly rate their satisfaction with the selection process.

E. Delimitations

This study will be confined to medium to large urban school districts in Alberta.

F. Limitations

As education is a provincial responsibility under the BNA Act, each province and school system reflects the philosophy and intent of the School Act and School Board toward the delivery of educational services. The results of this study cannot be generalized to other provinces or to other school systems.

G. Definition of Terms

a) Identification - the process by which an individual comes to the attention of the superintendent as a possible candidate for appointment to the position of principal.

b) Selection - the process by which an identified candidate is chosen for a specific position of principal.

c) Selection Criteria - the standards by which a candidate is judged as to potential for the position of Principal.

d) Procedures - an established method or set of actions undertaken by the school district in appraising the candidate for a principalship.

e) Recently Appointed Principals - those persons who have been appointed to an administrative position in their present school system in the period of September 1, 1980 to June 30, 1983.

f) Surveyed School Districts - those responding districts whose superintendent or designate was interviewed and whose principals completed questionnaires.

H. Summary

The problem, significance of the study, assumptions, delimitations, limitations and definitions of terms have been presented in this chapter. Succeeding chapters are organized as follows:

1) Chapter two surveys the related literature and contains sections on personnel functions in organizations, personnel selection in education, leadership and contingency theory, contingency theory applied to school principals, role of the principal, and selection processes.
2) Chapter three presents a description of the instruments used in the project, an outline of the methodology and a discussion of the treatment of the data.
3) Chapter four reports the results of the interviews and discusses the significance of the results.
4) Chapter five reports the results of the questionnaires and discusses the significance of the results.
5) Chapter six concludes the thesis with a summary of the investigation, the conclusions, recommendations and implications for further research.

II. REVIEW OF THE LITERATURE

The purpose of this chapter is to present an overview of the literature on personnel and organizations focussing on personnel selection, particularly as it applies to the selection of principals. Initially, the area of personnel in organizations will be discussed, followed by a more intensive examination of personnel selection. Specific attention is given to educational personnel, particularly the principal, and related selection problems. Finally, an overview of selection criteria and procedures derived from the literature will be presented noting areas of concern regarding selection criteria and procedures presented by different writers.

A. The Personnel Function in Organizations

The personnel function in an organization incorporates the following activities:

> ...recruiting and developing people, integrating people unfamiliar with the system, supplying the administration, management, maintenance, guidance and support for personnel activities within the work system, and planning and preparing the future organization and its individuals for career growth and development (Burack & Smith, 1982:25).

A comprehensive management program in personnel is intended to develop an efficient, effective, enthusiastic staff who are motivated to attain the

goals of the system. Selecting competent personnel, ensuring they are well-placed in the system, and inducting them into the selected position benefit the organization and the individual.

Castetter (1981:157) states the goal of staff selection is to fill vacancies in an organization with personnel who will meet established qualifications, appear likely to succeed on the job, will find sufficient satisfaction with the position to remain with the system, will be effective contributors to unit and system goals and will be sufficiently motivated to seek a high level of self-development. Van Zwoll (1965:96) suggests that staff selection should aim to discover and employ personnel who have the ability, will and necessary initial competence to do the work assigned to them - with the minimum loss of time and effort for orientation and subsequent training. A selection process should be designed to attract the person who is most capable and likely to grow in the position. Stanton (1977:2) supports this view when he states that no training program or motivational system - no matter how well conceived and designed - is likely to compensate adequately or offset the original error if the wrong employee has been selected initially. Quality of personnel in an organization can determine whether the organization will achieve its objectives. To ensure the availability of quality personnel, an

efficient, proactive, well-designed process of recruitment, selection and placement must be maintained.

Within an organization, role expectations may be well-defined and task-structure may be very specific. Goals of the system may be well-articulated, definite and determined independently of other organizations. In such a system, selecting an individual for a particular position becomes relatively simple. Specific qualities can be identified as requisites for initial success or adjustment to operate within a position. With unchanging circumstances, one could hope to place personnel for long term appointments who would find job-satisfaction, be successful and remain loyal to the goals of the system.

In many organizations, goals are ambiguous and may vary with circumstances or situations. As personnel in these organizations respond to demands from the environment, or try to predict the needs of those in the setting in which they will operate in the future, goals change or are modified. In service organizations where expectations of the client for performance of the task may be at variance with perceptions of the professional, role-conflict may arise.

Task structure in such organizations is relatively indefinite, open to interpretation by individuals in the role, by supervisors and by the client being served. Selecting personnel for

particular positions in these settings is challenging at best. To identify the current needs of the system and the best qualities of the individual so that persons selected to fill a role experience job satisfaction, while concurrently predicting potential for the individual to accommodate to expected change, is a difficult undertaking.

As changes within an individual occur with experience in a position, as competence and confidence increase, optimal performance of task may be expected. At some point, however, an individual reaches peak competence and efficiency so that new learnings are not necessary. The self-actualizing individual may continue to grow beyond the requirements of the position.

Staff development and assessment in the form of clinical supervision, inservice programs or professional development promote continued growth and improvement in staff functioning. Maintaining periodic evaluation of job performance and a review of the situation in which the employee is located can defuse a potential staffing problem.

Even with these precautions there can be changes in individuals or positions or organizational goals and expectations resulting in role-conflict or job dissatisfaction. Does an individual leave the organization, seek promotion or transfer to a

comparable situation within the organization?

Should there be no change in the system or potential for change in the role or in opportunities for advancement, resultant job dissatisfaction may create a continuous turnover of personnel or deteriorating performance of role. Is it possible to develop a system that will reliably select a person for a particular position while simultaneously meeting the needs of an individual and organization?

The personnel system of an organization also needs to be concerned with the welfare of individuals at exit points.

Recent changes in legislation have brought about differing expectations for retirement. The concept of prescribed retirement age is becoming more flexible. Preparation for retirement begins prior to individuals reaching that stage in their careers. The personnel function having full regard for the welfare of the individual provides assistance in preparing for this employment phase.

An effective personnel function responds to these challenges. Decision-making regarding such changes is complex, but smooth transitions benefit the individual and the organization. These complex tasks are the concern of the personnel function.

B. Personnel Selection in Education

Selection and placement of personnel must take into account the organization operating within the system. Social systems can be viewed as open or closed. The closed-rational system advocates one best way to perform a task. The open-uncertain system introduces demands and expectations into the system that are rapidly changing and often in conflict.

Sergiovanni (1980), Hanson (1979) and Hersey (1972) view education as an open and closed system depending upon which aspect, technical, managerial or institutional, is examined. They apply contingency theory to educational administration. Contingency theory is concerned with organizational and situational differences within the organization and in the environment in which it is located.

> Rather than specifying one best way to operate . . . this approach assumes that appropriate organizational structure, leadership, planning, staffing, decision-making, and controlling are contingent upon the unique nature of an organization's external environment, task or technology and organizational member characteristics (Sergiovanni, 1980:64).

After extensive research Fiedler (1967) developed contingency theory and presented a model for effective leadership in organizations. His theory for effective leadership considers the task structure, the leaders' power position within the group and the leader-member relations within an organization. Fiedler theorizes

that different characteristics and styles of leadership are appropriate for different situations. Miskel (1977) supports his contention that the contingency approach should be used in the study of administrators and schools. Fiedler (1977) asserts that further consideration must be given to matching the leadership style of the individual with the situation in which that person is placed.

There are two branches of thought that exist concerning the flexibility of leadership style. One branch argues that leadership styles are basically fixed in individuals and cannot be modified at will. In this instance, a thorough assessment of the organizational situation and leadership characteristics of administrative candidates will determine which individual to select so that the style fits specific requirements or a specific situation (Fiedler 1977).

The second branch alleges that the leadership style of managers is flexible and can vary according to the demands of specific situations. The leader reads the maturity of the followers and determines whether to adopt a task-oriented or relationship-oriented style (Hersey & Blanchard, 1972, Reddin, 1981, Fris, 1981).

C. Leadership and Contingency Theory

Leadership behavior occurs in an interaction between an individual and a group of others as

objectives are determined, implemented and achieved. Stogdill gives this role a very active, fluid perspective when he defines leadership as "the process of influencing the activities of an organized group toward goal setting and goal achievement" (Hoy & Miskel, 1982:221). The implication here is that the leader acts in ways to convince, manoeuver, decide, guide, direct, co-ordinate, or initiate. The leader is vitally involved with the group. This definition isn't limited to the formally designated position of leader, nor is it limited to one person within a group.

Contrast this with Fiedler's definition which is position specific. "The leader is the individual in the group given the task of directing and co-ordinating task-relevant group activities" (1967:8). Leadership in this context is an assigned responsibility, with an expectation of specific behavior for respective members in a group. This definition assumes that leadership occurs within an already organized structure with previously identified objectives.

For the purposes of this paper, a combination of these two definitions is proposed. A leader is assigned to a position with authority and power, but for leadership to be effective behavior must "influence" rather than coerce or dictate to the group in achieving and setting goals. Leadership, then, facilitates the performance of the group in achieving

the objectives of the organization. Steers (1981:275-6) suggests six constraints to effective leadership:

- Extent to which managerial decisions and behavior are pre-programmed due to precedent, structure, technological specificity, or the absence of familiarity with available alternative solutions.
- Traits and skills ... of the manager ... Good leaders demonstrate expertise in their own area of endeavour ...
- Inability of leaders to vary their behavior to suit the particular situation ...
- Extent to which a leader controls rewards desired by a subordinate, such as pay raises and promotions.
- Characteristics of the situation, such as how much power a leader has, the importance of a given decision or action, and the quality of interpersonal relations between leader and subordinate.
- Openness of the organization to variations in leader behavior ...

The basic assumption underlying Fiedler's Contingency Theory refutes the idea that one leadership style is correct or that there is one ideal kind of leadership behavior or attitude.

> In leadership, the situation is the thing. There are no born leaders - merely people with the potential to be successful leaders under certain conditions or resounding failures under other conditions (Fiedler, 1972:7).

What are these conditions that are so crucial to the success of the leader? Fiedler identifies leader-member relations, task structure and position power. Position power refers to the degree to which the position enables the leader to convince his group

members to comply with and accept his direction. It includes the authority of the office and reward-and-punishment power. Position power is classified as strong or weak. The task can be structured or unstructured. The structured task has clear goals and specific procedures, directions, and guidelines while unstructured tasks are ambiguous and difficult or impossible to define. The leader-member relations may be good or poor as measured by the Group Atmosphere (GA) Scale. The degree to which the leader is liked and trusted by the group and able to obtain the co-operation of the group with a minimum of effort determines the quality of leader-member relations (Fiedler, 1967:13). Combining these factors produces eight situations which are judged to be favorable, moderately favorable or unfavorable to the leader. (See Figure 2).

A second set of characteristics based on the orientation of the leader is applied to these situations. Fiedler devised a scale which requires the potential leader to rate characteristics of a least preferred co-worker (LPC). The score identifies two main types of leadership. Sixty-four or above is a high LPC score. This person is relationship-motivated. Scores below fifty-seven are considered low and such a person is task motivated (Fiedler, Chamers, Mahar, 1977:8). High LPC leaders get their major satisfaction

from good personal relations with others, encourage group members to participate and to offer different ideas. Task-motivated (low LPC) people find their main satisfaction in getting things done, they gain more self-esteem from concrete achievement than from the opinions of others (Fiedler, Chamers, Mahar, 1977:10).

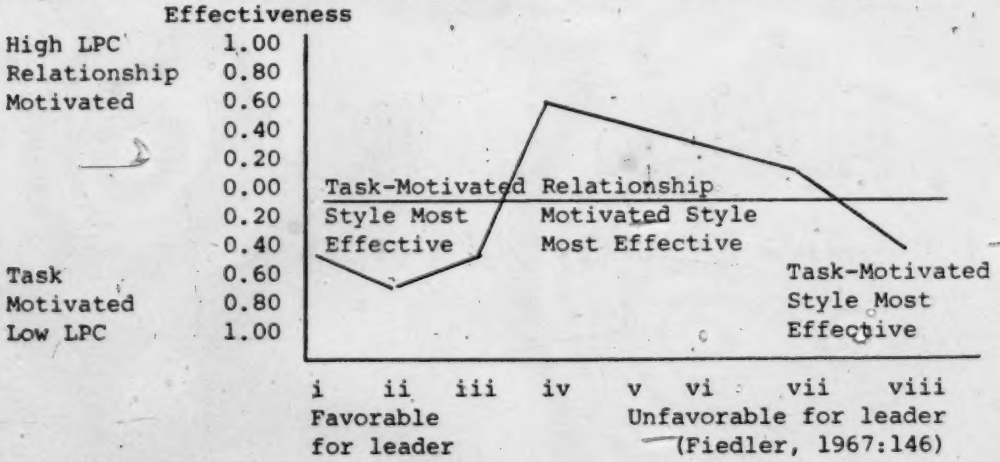
The task-motivated person leads effectively in situations that are favorable or unfavorable. The relationship-motivated person leads most effectively in situations that are moderately favorable (see Figure 3).

Figure 2: Fiedler's Classification of Situational Favorableness

Leader-member Relations:	Good				Poor			
Task Structure:	High		Low		High		Low	
Position Power:	Strong i	Weak ii	Strong iii	Weak iv	Strong v	Weak vi	Strong vii	Weak viii
Situations:	Favorable			Moderate			Unfavorable	

(Hoy and Miskel, 1982:239)

Figure 3: Correlations between leaders' LPC Scores and Group Effectiveness



(Fiedler, 1967:146)

The question, then, is how this theory may be employed in selecting educational administrators at various school levels. Schools may have good or poor leader-member relations; generally have low task structure, due to ambiguity of goals and lack of procedural specificity; and position power of the principal is generally strong despite minimal reward-punishment power available to motivate or satisfy teachers. (McNamara, 1968) (The principal has little control of promotion or termination of a tenured teacher and no power to influence salary incentives). Consequently, schools tend to fall into moderate (iii) and unfavorable (viii) situations (see Figure 2) and either task-motivated or relationship-oriented principals would be suitable in schools.

D. Contingency Theory Applied to School Principals

McKague (1970) reports the results of three studies in western Canada in elementary and secondary schools. Principals who score high or low on the LPC scale do possess distinctive behavioral characteristics. The behavior of low LPC principals was found to be more readily determined. Their behavior tends to be "systems-oriented and directed at the attainment of high level output, while not ignoring personal factors affecting productivity". (McKague,1970:10) "Acceptability of the principal's

behavior, as measured by GA, was found to be related not only to principal-staff relations but also to the degree of cohesion of the teachers themselves." (McKague, 1970:13).

> ... where group acceptance is high, directive leadership on the part of the principal is associated with perceptions that the principal and the school are doing an effective job and that teachers are satisfied with their teaching positions (McKague, 1970:11).

Low GA schools showed no significant relationship between LPC scores and teacher ratings of school and principal effectiveness or satisfaction.

Garland and O'Reilly (1976) conducted a study in high schools using Fiedler's contingency model to assess leadership effectiveness. They hypothesized that good GA staff groups led by low LPC principals are more effective than staff groups with good GA scores led by relationship-oriented principals. This hypothesis was not supported. They also hypothesized that staffs led by intermediate LPC principals are similar in effectiveness to good GA staff groups led by high or low LPC principals. This was supported. Stern's High School Characteristics Index (HSCI) was used as a measure of effective learning environment. (Garland and O'Reilly, 1976:15).

The third hypothesis was designed to test the impact of group atmosphere on group performance. Good-group-atmosphere staff groups led by high LPC,

intermediate LPC and low LPC principals were more effective on the basis of student responses to the HSCI than staff groups led by intermediate LPC principals in poor GA schools. While Fiedler claims there is no relationship between these variables, this study shows a significant difference in staffs led by intermediate LPC principals.

> ... staff groups led by intermediate LPC principals in poor GA schools are less effective than staff groups led by the three leadership styles in good GA schools (Garland, O'Reilly, 1976:23).

The LPC score of the principal appears to have a limited relationship to school effectiveness, while group atmosphere appears to be more directly related. These studies indicate that leadership style alone can be identified and task-oriented leaders display more predictable behavior. However, there is little evidence to support the theory that leadership style is decisive in predicting effectiveness or that a particular leadership style is most effective in a given situation. The group atmosphere, how a leader is accepted, has more significance than leadership style; and, in this instance, the high GA score is a better predictor of perceived effectiveness as measured by student responses to Stern's High School Characteristics Index.

Fiedler has stated that a person's orientation to task or relationship is fixed. This rigidity or

constancy ~~is~~ identified as a constraint to effective leadership by Steers (1981). Hersey and Blanchard (1977), Fris (1981), Johnson and Stinson (1980), Sergiovanni and Elliott (1975), Hoy and Miskel (1982) recognize the need for adapting to changes in situation variables. A factor deemed critical in adapting to the situation is the emotional maturity of subordinates and their preparation to perform the job. The ability and experience of the appointed leader in recognizing these qualities have an effect on how successfully the leader functions.

Johnson and Stinson (1980) suggest a variety of strategies in motivating and guiding subordinates, from directing and monitoring the task, to delegating responsibility. Leadership behavior changes from high task/low relationship orientations for unmotivated, inexperienced workers through high task/high relationship orientations and low task/high relationship orientations to low task/low relationship orientations for highly motivated and experienced subordinates. If leaders are unvarying in their approach, as workers gain confidence and maturity in their positions perceived effectiveness will diminish.

Effective leadership, then, is dependent on the individual's ability to change orientations from director to facilitator as the skills and abilities of employees warrant. While agreeing with Fiedler that

the situation determines the appropriate leadership style, these writers advocate variability in leadership style. An assessment of the existing group, the organization and the technology in the situation determines leadership style.

In schools, which are human intensive, human relations must be given strong consideration. Elementary schools would appear to need warm inter-personal relations, emphasizing concern for people over concern for achieving organizational goals. In secondary schools, organizational goals take precedence, but concern for morale of students and staff is an issue that must not be ignored. These factors should influence the decision in selecting a principal for a particular school.

E. Role of the Principal

In recent years the public has intensified its demand for quality education. One factor in improving the quality of education is choosing better qualified, committed staff. Considering the present declining economic situation in education, optimum initial selection of staff becomes increasingly important. Coupling these factors with a surplus of available applicants produces an excellent opportunity to improve instructional services by improving the quality of personnel selection. They will, in turn, endeavour to

provide excellence in education in the schools. To assist and encourage the teaching staff within the schools, well-qualified, knowledgeable leadership is required.

In considering studies of school effectiveness the role of the principal is recognized as pivotal. As a link between the central bureaucracy and the school, a principal is expected to implement policy and communicate about and facilitate accomplishment of objectives and goals established for the system as a whole. The principal must both promote the values of the organization and defend the welfare and interests of subordinates. As a link between the school and the public, the principal is expected to read the needs of a particular community and mediate between parental expectations and professional requisites. Several studies have analyzed the role of the principal in terms of skills or qualities necessary to be an effective leader.

There is some disagreement as to whether the principal needs to be a manager of the school plant or an educational leader to be an effective administrator. As business manager, the efficient operation of the school plant, acquisition of appropriate materials and equipment and maintenance of the facility to provide an appropriate educational environment have priority. As educational leader, directing and inspiring the staff

to provide innovative, effective programs to meet the needs of clients is the ultimate goal. A combination of skills and abilities in each of these areas would be considered ideal.

The role of manager has been variously described and defined. A description of the role must include the tasks performed by the administrator and the processes used in performing these tasks. Mintzberg (1963) identifies ten roles divided into three groups.

Interpersonal Roles
Figurehead
Leader
Liaison

Information Roles
Monitor
Disseminator
Spokesman

Decisional Roles
Entrepreneur
Disturbance Handler
Resource Allocator
Negotiator

His theory is the result of a study of five chief executives with additional reference to other studies. He contends that a theory of the role of manager should include all the observable work they do.

> ... these ten roles form an integrated whole. In essence, the manager is an input-output system in which authority and status give rise to interpersonal relationships that lead to inputs (information), and these in turn lead to outputs (information and decisions). One cannot arbitrarily remove one role and expect the rest to remain intact. (Mintzberg, 1963:58).

Examining the interpersonal roles will determine whether this model can be applied to the role of the principal in educational administration.

Exercise of the interpersonal role is dependent on the authority and status inherent in a position. How a particular manager uses the influence and rights in these roles is dependent on the person's perception of the role.

The manager, as figurehead, formally represents the organization in the community in either a social capacity or as a legal signing authority. Duties and responsibilities are ceremonial.

The manager as leader is the guide and motivator of staff. The leader is concerned with staffing the organization. In addition, the leader ... "looks for operations that are going wrong, problems in need of attention and subordinates who require encouragement or criticism". (Mintzberg, 1963:62). The leader is concerned with efficiency in production, with the individual's needs and with organizational goals. The role of leadership is recognized as being paramount in Mintzberg's ten roles of management and essential to the informational and decisional roles.

As liaison the manager develops a network of relationships outside the organization to maintain and build a reputation to achieve goals and objectives within the environment.

The principal is in a unique position in educational management. As the systems manager most directly concerned with the achievement of the goals of the organization, focus is on the education of children. The school as a small community of children, teachers and support staff exists in a larger community of schools within the system. It serves a particular community of people, the children and parents of the surrounding area. It also reflects the values and provides for the needs of the community-at-large, the society in which it exists. The principal administrator is a middle-person between the central bureaucracy and school, between the parent-community and the professionals, between the community-at-large and the school. In this sensitive position the principal can be observed performing all Mintzberg's interpersonal roles.

As a figurehead the principal can be seen opening the new community playground, acting as mistress or master-of-ceremonies for the school concert or attending a retiring teacher's banquet. Other writers overlook this role as a task or process in administration. While it does not generally include the information processing or decision-making skills, it does consume time and demonstrates the manager's human relations skills. The role is adjunct to the goals of education of children. However, it cannot be

ignored and will become more crucial in the future to retain and gain status for the administrator and for public education.

The role of leadership in educational administration carries a plurality of expectations for the principal. In Project Ask (Maynes, 1979) superintendents identified the major leadership requirements of a principal as: evaluation of teacher-performance and educational program, design of curriculum, modification of curriculum content and organization, recruitment and selection of certified personnel, and establishment of a good school climate. The principal should be an instructional leader and be concerned with human relations.

Principals perceive themselves as performing the tasks of developing good working relations and a good school climate as well. They feel less successful in designing curriculum, evaluating instruction and program, assisting teachers to gain skill in achieving instructional objectives, and solving instructional problems. Yet high priority is given to the accomplishment of these tasks. (Maynes, 1979)

This seems to reveal a discrepancy between expectations and performance in the role of leadership. Principals feel competent in the management of staff relations but feel less adequate as instructional leaders, an expectation of superintendents.

In an American survey of a profile of the principalship, Howell (1981) outlines the expectations that superintendents have for principals to be instructional leaders. Superintendents suggest that supervision and delegation are the key to successful administration. Howell (1981:334) concedes that:

> ... perhaps the role of the principal is to provide instructional leadership, but again the "is" and the "ought to be" were far apart when the data were summarized. Most of the principal's time (32 percent) was spent on office responsibilities (as in the feasibility study), while the curriculum category - including subcategories of scheduling of students, coordinating, course placement, supervision, and observation - collectively took up 14 percent of the principal's time.

Because of these constraints, he suggests that realistically:

> ... the function of the principal in instructional improvement in the 80's must be clearly defined as a partner-leadership responsibility. The principal is identified as instruction expediter (Howell, 1981:336).

A Canadian study conducted by Hay (1980) suggests five competencies:

> .. the five competencies needed in the 80's to be a school principal, either elementary or secondary are: the ability to manage, skill in human relations, knowledge in setting objectives for curriculum development, skill in the supervision and evaluation of program and personnel, and an understanding of legal rights and responsibilities (Hay, 1980:17).

He concurs with Howell in seeing the principal in a collegial relationship with teaching staff and claims

that this can be achieved through expertise in setting goals and development and evaluation of program and goals.

Some would assert that, in order to oversee the conduct and outcome of all programs both curricular and co-curricular to ensure the development of each student's academic potential, the administrator must be a "master teacher" - an expert or specialist in the art of teaching (Roles and Responsibility Statement, Edmonton Public Schools, 1982). Mintzberg's manager is a generalist concerned with motivating, encouraging and criticizing his subordinate specialists as they perform the activities required to achieve organizational goals. The principal, in order to function as instructional leader, acts as consultant with staff in a collegial manner.

While the principal has a degree of influence and control over the staff of a particular school, these are not granted through direct power of the position. A principal may select staff, but does not hire, remunerate, promote or dismiss staff. Without these rights and responsibilities, the position power becomes relatively weak and the situation can be considered relatively unfavorable for the administrator.

Responsibility for evaluating staff and making recommendations regarding certification of new teachers and the on-going performance of tenured teachers lies

with the principal. Recommendations regarding new appointments, promotions or demotions of staff are made to the next hierarchical level in the bureaucratic structure of administration (Roles and Responsibility Statement, E.P.S.,1982). With these limitations to the authority of the position, how much ultimate control and status does the principal possess in the school setting?

The principal as liaison is concerned with developing a positive reputation outside the school. The purpose in pursuing this goal is to enhance the position as leader within the school and to favorably represent colleagues and school within the community. The "community" includes a community of peers or other professionals.

In Project Ask superintendents placed first priority on this role for the future. It was apparent that education in the 80's was in economic decline and therefore a need for principals to promote a positive school image in the community emerged (Maynes, 1979). Principals concurred with this view and perceived themselves as having the ability to perform this task well.

As liaison, the principal may chair a committee on curriculum development or teaching strategies, or join professional councils or community organizations such as an association for children with learning

disabilities. These activities can enhance the status of the principal and consequently be an assistance in realizing objectives within the school. They also facilitate the development of a support system in the school district or community which may be necessary to promote the objectives of the school or obtain materials for the school.

Mintzberg presents a dynamic model of management. The manager is vitally interested in the environment and personnel and through action in the situation and interaction with others is the key figure in achieving goals of the organization. Mintzberg (1963:55)claims the ten roles "are common to the work of all managers" and the examination of the role of the principalship verifies his theory.

> Elementary principals best fit at the middle management level. Skill requirements at this management level are different from those needed at the top management and lower management levels. Top management personnel require fewer technical skills than conceptual skills; for supervisory management personnel, the opposite is true. At the middle management level, equal amounts of technical skills and conceptual skills are needed for effectiveness. At all three levels, human skills are the means by which the technical skills and conceptual skills are transmitted to the workers (Krajewski, et. al., 1980:39).

In Mintzberg's model the interpersonal skills equate with human skills. Technical skills are related to the decisional roles, while the conceptual skills Krajewski identifies could be equivalent to

the informational roles.

> The accountability movement advocates also demand efficiency and precision in the use of resources, but specifically as they relate to measurable units of student learning and to the performance of teachers, administrators, janitors and other school personnel. (Krajewski,1980:39)

Campbell, Bridges & Nystrand (1977) analyze the role of principal in terms of tasks to be performed to facilitate teaching and learning. They identify six categories of administrative tasks including: school-community relationships, curriculum and instruction, pupil personnel, staff personnel, physical facilities, finance and business management. While teaching and non-teaching staff of the school, members of the community or school board and other support staff might accept responsibility for advising the administrator or achieving the tasks, the final responsibility for overseeing these jobs lies with the principal.

A project was developed at the University of Alberta to train principals in similar task areas. Principals in the field were asked to rate the importance of specific tasks and their ability to perform those tasks. On the basis of such self-analysis, profiles for urban and rural principals were obtained.

Urban principals rated leadership in curriculum and instruction highly important and, although they

recognized weaknesses in evaluation of curriculum, did feel competent in solving instructional problems and promoting positive learning climates. Staff relationships received equal attention as being highly important. A principal was expected to maintain a system of communication, share decision-making, establish and maintain good working relations with and among staff. The need to promote professionalism, provide for professional development and involve staff in evaluating school operations warrant attention. Implementing system-wide policies and operations to ensure congruence of goals and objectives of the system and school was deemed a priority. Planning for change was an area of concern. Principals felt confident about the management of pupil personnel, resources and support staff, and school-community relations.

In predicting skills needed for the immediate future, Caldwell and Magnan (1981) report:

> Ratings of importance and performance, combined with opinions on the future role of the principal, led to the identification of certain "target skill areas" or development needs. These included (1) skills in the area of Curriculum/Instruction, especially those which focus on evaluation of programs and the design of programs which meet the special needs of students; (2) skills in the area of School-Community Relations; (3) skills in the area of Staff Personnel which focus on the evaluation of instruction and (4) skills in the area of Resource Management which focus on the budgeting process.

The multi-faceted role of principal has been viewed according to task areas, processes, and factors within the system and in the environment that impinge on the office. Selecting a person capable of performing this complex role satisfactorily while simultaneously feeling a sense of job satisfaction becomes an complex task. The specifics of such a process are addressed in the following section.

F. SELECTION PROCESS

A selection process should aim to discover and employ personnel who have the ability, will, and necessary initial competence to do the work assigned to them - with the minimum loss of time and effort for orientation and subsequent training. The result is a reduction in the need for in-service supervision which can be limited to probationary personnel and to orientation for special circumstance (such as introduction of new technology or organization) leading to increased efficiency in the system. The selection process, as described by Castetter offers a comprehensive and orderly system for identifying such persons.

Castetter (1976:167) outlined a procedure which is particularly relevant to education and identified the following tasks for personnel services:

> establishing role requirements; determining the kind of data needed to select competent individuals from the pool of applicants; deciding what devices and procedures are to be employed in gathering the data; securing staff participation in appraising data and the applicants; relating the qualifications of the applicants to the position specifications; screening the qualified from the unqualified applicants; preparing an eligibility list; and selecting suitable candidates for appointment by the board of education.

It is this model that will guide the discussion of the selection procedure and criteria suggested in this paper. Castetter's model is sequentially organized to include:

1. Developing selection policies and processes,
2. Preparing position guides - stating position requirements and personal requirements,
3. Compiling appropriate information on each candidate,
4. Evaluating information and screening applicants,
5. Making employment decision and offer, and
6. Placing in position.

Each of these topics will be examined to determine how a selection process can be maintained to assure that the best possible match between administrative candidates and school principalships is effected.

1. Selection Policies and Processes

Input from the school board as representative of the parents and community at large permits long

range planning to provide for the needs of the community and to clarify the values of the community when hiring potential administrators. Such input may decrease role ambiguity when applied to particular positions.

Professional input is required from the superintendent who has overall responsibility for assessing and planning current system needs and planning for future directions. A director or assistant superintendent who has responsibility for a number of schools provides more specific information regarding immediate needs of positions to be filled and function of the position in the unit and the system.

The personnel director compiles information gathered from the board and superintendent to develop general guidelines and a manpower plan for the system. Through defining the aims and goals of the system, and stating the requirements of a position, policies and the process used in selecting the appropriate person can be standardized.

Selection techniques which distinguish between acceptable and unacceptable candidates need to be standardized. Sayles and Strauss (1981:175) discuss alternative selection philosophies

a) screening applicants to eliminate those who are different from the image of the organization,

b) modifying the job to suit the person, and

c) matching the person to a particular job

Staffing policies which seek to select individuals with a particular appearance or educational philosophy or leadership style fail to account for the varying needs of different children and communities. Although schools differ and, consequently, the skills required of a principal vary according to the setting; there are basic requirements and expectations attached to the role of principal. Maintaining the hierarchical structure and assessing the attainment of system goals becomes more difficult if "jobs are modified to suit persons". Assessing the requirements of a particular job and choosing a person with skills and abilities to meet those requirements seems most logical and ultimately more efficient. When the position and person are compatible, little subsequent adaptation is necessary and the likelihood of retaining the employee increases. This process requires a more extensive pre-employment assessment.

In theory, the development of selection policies and procedures precedes and facilitates the selection of administrators. Kelsey and Leullier (1978:3), reporting findings of a survey of British Columbia school jurisdictions, discovered that 60 percent of all districts reported no policies or procedures of identification, selection or training of

administrators. Sixteen percent of the districts had printed policies or established procedures in all three areas and in the other districts policies and procedures in identification and selection were most common. Similarly, Loder (1982:20) reporting a study of Saskatchewan school divisions found very few school divisions with written policies for the selection of school principals.

A recruitment policy intended to inform prospective employees of particular positions and encourage their applications for the position runs concurrently with the process of defining the selection philosophy.

Recruitment policies dependent solely on self-selection are destined to produce mediocre leadership. The identification of potential administrators should not be confined to the local system. Recruitment should follow a systematic plan which includes recommendations and referrals, advertising in newspaper and professional journals, using government and private employment services, and professional contacts. Stanton (1977:45) states that an organization, to be successful in attracting qualified people, must launch and maintain a vigorous, energetic and imaginative recruiting program. True selection cannot take place without a pool of highly desirable candidates from which to choose.

2. Position Guides

A description of the requirements of a particular position facilitates the selection of a person with appropriate qualifications. Written position guides should state requirements for the person and the position. Wanous (1980) advocates using a realistic job preview. Preparing a position guide that accurately describes the attractive and difficult or potentially frustrating features of a particular position facilitates prospective candidates' decisions as to whether they are willing to commit themselves to such responsibilities.

The school aims and objectives should be specified, as well as administrative functions and service functions. The personnel director is assisted in seeking an appropriate candidate and the applicant knows what the school system is seeking. Objectivity and openness are encouraged in applicants and selectors. The utilization of realistic job previews assists the candidate in making an intelligent decision by presenting both positive and negative aspects of the position. Steers (1981:143) claims that this results in less turnover due to disillusionment, and greater job satisfaction, no reduction in available applicants, and more realistic levels of job expectations. Changes in student enrollment, leadership styles, professional

developments, working conditions and educational technology demand regular review and modification of position requirements.

In developing a profile for the position, attributes of the individual to be considered in the course of selection are specified. Traditional criteria include experience, academic training, level of scholastic achievement, intelligence, personality, personal factors, health, age, sex and general knowledge.

Legislation protecting human rights disallows inquiries of a candidate regarding age, sex, racial origin, height, weight, and general physical disabilities or health problems. However, it is permissible to stipulate that a job offer is dependent on passing a job-related physical or medical examination. Increased concern for equality and individual rights, a reflection of the Canadian Bill of Rights, excludes inquiries in related areas. Any queries regarding marital status; request for a photograph prior to hiring; questions which reveal religious denomination, affiliation or preference; questions regarding birthplace, ancestry or relatives; or queries about foreign addresses, foreign military service or addresses of schools or institutions outside Canada are not permitted.

As part of the selection process, the criteria by which the candidate will be evaluated are pre-established. The selection criteria delineate those ideal characteristics for successful performance of the job. It is recommended that these characteristics be written and available to all involved in the assessment.

While the importance of identifying specific criteria for a principalship is recognized by writers in selection, in practice few school boards have written guides for the role of principal. Newberry (1977) discusses the discrepancy between theory and practice.

> Studies conducted in the United States and Canada show that an extremely small percentage of school boards have actually established guidelines or job descriptions for the elementary school principal. Until the job has been defined according to the local community's needs and expectations, it is impossible to set selection criteria, and the search will be for a person who, in fact, will perform a service that no one has really defined.
>
> (Newberry, 1977:44)

In studies cited by Newberry several criteria are considered irrelevant to administrative effectiveness. Such factors include overemphasizing formal undergraduate and graduate education courses, overemphasizing previous teaching experience, length of previous administrative experience, sex, age and marital status.

Hencley (1970), Jefferson (1982), Lund (1977),

Seifert (1981), Smyth (1982), Thomas (1979), have examined the role of principal and characteristics to consider in selecting an individual to fill the role. Personal factors such as decision-making ability, judgment, communication skills, ability to work with people and organizational skills are noted. Professional characteristics may include expert knowledge of instructional methods and curriculum and strategies for implementing change. These enhance the role of educational leader. Understanding of system goals and objectives and awareness of the environment in which the school operates are important. Previous successful teaching experience and evidence of recognized leadership potential in professional and community activities are also considered important.

Table 1
CRITERIA RECOMMENDED IN LITERATURE

	Strongly Supported	Slight Recommendation	Limited Support	Not Recommended
Age				x
Sex				x
Experience	x			
Academic Training		x		
Scholastic Achievement			x	
Intelligence			x	
Personal Factors	x			
Health Factors			x	
Breadth of Knowledge	x			

Personal characteristics and qualifications, professional characteristics and qualifications, experience and training are considered the major

criteria. Complete agreement as to relative importance and how to assess the criteria is not evident in practice or in the literature.

3. Compiling Appropriate Information on each Candidate

Characteristics such as personal factors, breadth of knowledge, and experience need to be examined extensively. Intelligence, scholastic achievement and academic training are considered relevant in some instances. Because of changed societal expectations and anti-discriminatory legislation health factors, age and sex are no longer considered as valid excluders.

Recommended assessment procedures to evaluate these qualities are generally subjective, and are obtained from interview situations and reference checks. Application forms and some written tests may provide more objective information.

Stanton (1977) suggests a brief initial screening interview, reviewing the application form, and presenting the candidate with a realistic job preview as initial screening procedures. He also adheres to the use of psychological tests pertinent to the required skills and abilities of the position. A thorough check of the applicant's references completes the screening procedures. The structured interview is a selecting technique used with only a relatively small number of promising candidates. Multiple variations from these procedures are possible though most

procedures contain similar elements.

Moses (1977) and Musella (1981) describe assessment centers aimed at objectively measuring personal factors such as problem analysis, judgment, organizational ability, decisiveness, leadership, sensitivity, interests, personal motivation, stress tolerance, program implementation and evaluation, oral communications skill and written communications skill. Five categories of tasks were developed to assess the personal factors in this Canadian centre: in-basket exercises, structured interview, leaderless group, teacher evaluation and program implementation and evaluation. These assessments, along with other data sources - vita of experience, recommendations, credentials, interviews - form the total selection process of the Peel Board of Education (Musella, 1981:10,11).

Schmitt et al (1982:135) report favorable reactions by assessors and assessees, satisfaction with the quality of school administrators selected, improvement of skills by assessors and greater respect for the principalship within the district resulting from using assessment centres as part of the selection process. Time, expense and accessibility negate routine use of these facilities. Consequently, procedures employed in selection vary among jurisdictions

according to skill of the assessors and emphasis placed on various techniques.

Loder (1983:20) conducted a survey of rural and urban districts in Saskatchewan. When asked to indicate those procedures that were used to select principals, superintendents showed a dependence on a limited number of established selection procedures: application forms and formal interviews and sometimes telephone investigations, university transcripts and letters of reference. No objective testing procedures are included and procedures vary from jurisdiction to jurisdiction.

Meese (1981) describes a procedure employed in an American setting which is excessively dependent on the interview. After an initial screening of resumes, transcripts and references, a one hour, standardized group interview is conducted. The group is representative of those who will be most affected by the principal-elect. From an independent rating of each interviewed candidate, followed by a discussion and a re-rating, a short list of six candidates is chosen. These are re-interviewed by the superintendent, personnel director and an administrator. An observation of the finalists in their home districts by the superintendent and a sub-committee precedes a board interview of the finalists. Attempts to inject objectivity into the

process are questionable considering the subjectivity inherent in the interview process.

McKay and McCord (1978) present a two-day program with similarities to the assessment centre. Candidates are involved in four activities: a group problem-solving discussion, an exercise in supervision, an oral presentation and a principal's in-basket exercise. These activities are designed to assess candidates' skills in decision-making, group communication, conferencing, analysis, public relations, and handling of paperwork in simulations which focus on task areas principals can be expected to experience on the job. How other criteria are assessed and whether any other criteria are considered is not addressed in the article. The program certainly offers a degree of objectivity as each activity has pre-determined standards and criteria for rating candidates. Candidates tend to be less enthusiastic about the process than selectors.

Zakariya (1983), Bruce (1976) and McIntyre (1974) describe internship and leadership training programs in Canadian and American centres intended to prepare future administrators and to assist in identifying effective administrators. Observing a candidate over an extended period of time performing administrative functions should reduce selection errors.

> What the usual hiring procedures often fail to show is how well a prospective principal can be expected to function once he's actually sitting in the principal's chair.
> (Zakariya, 1983:20)

Use of other selection techniques such as resumes, transcripts and recommendations are included with the internship. The Administrator Perceivor, a structured interview, used to match a person's talent to the specific needs of the situation is advocated in the system described by Zakariya. Because these procedures rely on involving numerous system personnel, an extensive commitment of time, and exclusively internal selection, the process as a whole may become too costly and insular. Cost factors and efficiency must be taken into consideration in advocating internship as a selection process.

Castetter (1976:187) emphasizes that a variety of techniques is essential.

> The various selection devices employed to compile information include the application blank, selection tests, interviews, medical examination, academic transcripts, background investigations, personal-history questionnaires, recommendations, performance assessments, and information from placement agencies. The point to be made here is that no single tool or technique can be used to the exclusion of the rest, for each can be used to gain only certain types of information. Integration of information about the candidate from all sources is a primary function of the selection process.

Table 2
PROCEDURES RECOMMENDED IN LITERATURE

	Strongly Recommended	Slight Recommendation	Limited Support	Not Recommended
Application Forms	x			
References/ Recommendations	x			
Academic Transcripts			x	
Ability tests		x		
Field Observations	x			
Interviews	x			
Probationary Period				x
Physical Examination				x
Internship			x	

Several procedures have been reviewed as possible methods for compiling information for the selection of principals. Practices within these procedures vary. Interviews, application forms and recommendations or references are most commonly used to determine personal and professional characteristics.

Objective measures such as ability tests or simulated activities are advocated but not frequently used. Limited availability and relevance of tests and difficulty in developing valid simulations negate common use. Transcripts of academic qualifications are consulted to confirm educational preparation but not academic standing. Field observations and internships are used in some circumstances to supply first-hand information of a candidate's capabilities.

Probationary periods and physical examinations' are not recommended in procedures for selecting principals.

4. Evaluating Information and Making Employment Decisions

Establishing criteria and the standards by which they will be assessed necessarily precedes the decision-making process. A system for evaluating the extent to which qualifications of the individual meet requirements of the position and comparing individual qualifications for selection of the most likely candidate facilitates analysis (Castetter 1976:194).

It is important at this point that the decision-makers become aware of their own biases, hidden agenda and personal value systems. Levin (1980:16) cautions that what people "notice" and what they pay attention to, or "value", may be quite different. Therefore, it is important to be aware of what we really notice; about what we think is important; about how we arrive at our hunches. In the initial stages, input from all who are affected by the principal is encouraged; but at this point, expert decision-making is recommended. Professionals should make final decisions within the structures of the standardized procedure.

Tagliere (1973) discusses the merit principle in decision-making. The integrity of the organization and the department of personnel lack credibility if the

selection does not emerge from the short list. Boards that supercede the procedure by introducing or selecting candidates not part of the final stages of selection or superintendents that add names to the short list undermine the process within the district. Patronage and unfair selections discourage high standards of professionalism and degrade professional morale.

Kelsey and Leullier (1978:4) report deviations from regular policy in British Columbia jurisdictions and cite one instance where the superintendent has the right to add to or delete from names of applicants on the short-list. Other districts report procedures designed to increase the reliability of candidate evaluation by having different groups of people responsible for different aspects of decision-making.

Meese (1981:40) advocates distributing the responsibility for hiring administrators among a group of persons to encourage support from the individuals who helped make the decision and from the groups they represent. However, in the process described the superintendent oversees or participates in each step.

A Saskatchewan study (Loder, 1983:21) showed that directors and superintendents were the persons most involved in actively selecting the principal with input from division and local boards. This seems to adhere to recommended practice.

5. Placement Decision

A candidate with qualifications that meet position requirements, who has successfully passed through the screening procedures, becomes eligible for placement. Placements most likely to promote harmony and productivity evidence a match between leadership styles, followership styles and the structure of the job situation (Tagliere, 1973:5).

> Placing an ineffective individual in any position, or a competent person in the wrong position, often leads to years of administrative grief, low individual productivity, and interference with system goal attainment (Castetter, 1982:83)

The extent to which the selected individual fits the leadership style required for the position, and to which the group accepts the leader and the leader adapts to the structure of the job situation enhances the likelihood of an effective selection. (Fiedler, 1967:143).

None of the reported selection procedures showed evidence of testing for leadership style required in particular situations, consultations with school staffs to determine followership styles or group acceptance of leaders. Placement decisions do not take into account assessments of situational factors as identified by contingency theorists.

The selection process does not guarantee satisfactory performance of personnel. Chances of incompatibility between persons and positions, as well

as individual dissatisfaction with work roles will remain. The intent is to reduce the numbers of people who will require individual supervision in adjusting to the system and the position and to increase the number who are likely to continue to grow.

G. Summary

This chapter presented a review of the literature focussing on the selection practices for principals. A theoretical background of the personnel function in organizations, personnel selection in education, leadership and contingency theory and the role of the principal was presented. The selection process was reviewed in theory and as practiced in other jurisdictions. The selection policies, position guides, compilation of information on each candidate, evaluation of information, employment decisions and placement decisions are described.

In the following chapter the methodology used in the research study is described.

III. METHODOLOGY

In this chapter, a description of the research design is provided. The process followed in constructing the instruments is presented, procedures used in the collection of data and data treatment techniques are described and characteristics of the respondents who participated in the study are presented.

A. Instrumentation

A questionnaire and an interview were developed for collecting data for this study. The interview was conducted with the superintendent or designate within the school district with responsibility for selecting or overseeing the selection of principals. The questionnaire was designed to be administered to principals who had recently experienced the selection process.

The purpose for collecting data from both sources was to obtain a more complete picture of what was intended by the system as well as what was perceived by both the individual using the process and the individual experiencing the process.

The questionnaire, entitled "Procedures and Criteria for Selecting Principals", was based on information gathered from the literature, from educational administrative selection practices, from

an earlier study on community health nurse selection by Tenove (1981) and from a study by Peach (1963) related to selection of principals. The interview was designed to parallel content in the questionnaire.

B. Design of the Questionnaire and Interview

Part one of the interview was designed to collect basic information such as size of the jurisdiction, presence of a selection policy, the written status of a selection policy, availability of policy, presence and availability of a job description, numbers of appointments made and confirmed in the three year period examined and information regarding who made the selections.

Part two of the interview was intended to identify criteria normally used in selecting principals. Respondents were asked to rank the importance of personal factors and selection criteria employed.

Part three of the interview asked respondents to identify procedures used in the process of selecting and placing principals. The respondent was asked to rank these procedures as to importance.

Part four of the interview addressed the question of satisfaction with the selection process and with the information gathered as a predictor of employee job performance, personal job satisfaction and appropriate placement of personnel.

The content of the questionnaire was similar to the interview. Part one asked principals what grades were under their supervision and how many teachers were in the school. Part two asked respondents to identify criteria used in their selection. They were asked to rank the personal factors and other criteria as to importance. In parts three and four the selection and placement procedures were examined. Part five asked the respondents how satisfied they were with the selection process and with the information gathered as a predictor of employee job performance, personal job satisfaction and appropriate placement. A four point Likert-scale pointed out the degree of satisfaction. Open ended questions asked respondents to indicate any criteria or procedures not included in the questionnaire and what changes or improvements they would recommend.

The interview and questionnaire were submitted to three groups of persons for suggestions and criticisms. A copy of the resulting questionnaire and interview are enclosed in the appendix along with the letter of instructions to reviewers. Suggestions and criticisms from these sources were incorporated into the final design. Those asked to provide feedback included:

a) Graduate students in the Department of Educational Administration who offered criticisms regarding format and content of

the questionnaire, the face validity of the questions included in the questionnaire and information regarding time required to complete the questionnaire.

b) Professors in Educational Administration with interests in research and design, personnel selection and administration who offered criticisms of design, format and content. The research proposal was included to determine if the questionnaire and interview were relevant to the study.

c) A pilot study was conducted with principals and Assistant Superintendents of Personnel in two suburban jurisdictions near Edmonton to test the clarity of questions in the interview and questionnaire and to discover if questions related to field practice currently used in selection of principals were appropriate.

As a result of comments from these sources, it was determined that the two instruments did, in fact, allow respondents to describe the process in use in their districts, that adjustment in format would facilitate response to the questionnaire, that rewording of some questions in the interview was necessary and that a reasonable amount of time was required in responding to the questionnaire and interview.

In deciding to limit the study to urban school districts within Alberta further considerations had to be made. To assure a representative sample of districts with enough schools so that there could be a number of recent appointments, districts with a minimum of ten schools in the jurisdiction were selected.

Initially these districts were contacted by letter requesting participation in the study. A copy of the letter is included in the appendix. It was followed up by a telephone contact to clarify and respond to any queries about the study. At that time, or upon receipt of written communication from the district when willingness to participate was confirmed, an interview with the appropriate official was arranged. A follow-up letter confirming the appointment and requesting names of eligible principals was forwarded. Copies of this letter and the interview are located in the appendix.

Following the interviews with the superintendent or designate, the eligible principals were contacted. Principals considered eligible were those appointed to their present position September 1, 1980 to June 30, 1983. Initial appointments and reassignments were both included in the study to determine if there were differences in the process applied in choosing an appointee for a position. A covering letter and questionnaire investigating criteria and procedures

applied and satisfaction with the selection process and placement decision was forwarded. Copies of this letter and questionnaire are found in the appendix.

C. Data Collection

Seven interviews were conducted during the period of July 4 to September 1, 1983. Questionnaires were sent out in batches, one district at a time, from September 30, 1983 to May 30, 1984, to monitor returns. To facilitate returns a self-addressed stamped return envelope was enclosed with each questionnaire.

In total one hundred eighty questionnaires were mailed out to the seven districts. The return rate varied from 50% to 74% during the first two weeks after the mailing. Reminders in the form of a letter and another questionnaire brought the return rate up to 71% overall. Two replies were returned uncompleted, one of them by a principal concerned that the code was not protecting anonymity and the other by a person who was no longer working as a principal and did not feel able to respond to the questionnaire. Other questionnaires were adequately answered and no others were rejected.

D. Data Analysis

The data obtained from the seven districts yielded one hundred twenty-six usable questionnaires which were

tabulated for comparative analysis and transferred to data cards for processing.

A program of descriptive statistics was selected, with the assistance of C. Prokop to examine the data for frequencies and distribution for selection criteria, procedures and respondent satisfaction. Open-ended questions were reviewed and analyzed individually by the writer.

To examine the differences between initial appointments and re-appointments the data program was re-run and a visual comparison was made between the sixty-three reappointments and the sixty-three new appointments. The responses for all variables were examined and any discrepancies or variances in response noted.

The interviews with superintendents were reviewed and analyzed individually. To examine differences in perception of the process a comparison between questionnaire and interview responses in ranking personal factors and criteria was made. Comparisons between superintendents' and principals' satisfaction with the process were also conducted to examine differences in perception.

E. Summary

This chapter presented a description of the research design. The instrumentation, design of the questionnaire and interview, data collection and data analysis are discussed. Chapter IV will discuss the data collected from interviews with superintendents or their designates.

IV. ANALYSIS OF THE DATA FROM DISTRICT REPRESENTATIVES

Chapter IV will present the data related to the interviews with superintendents or their designates from the seven districts which participated in the study. A description of the population, selection criteria, selection procedures, placement procedures and satisfaction with the process are included. Summary tables comparing the importance of selection criteria and selection procedures are also included.

A. Analysis of the Data

1. Population Profile

The study population consisted of ten school districts with ten to 195 schools. Three school districts did not reply leaving the study population at seven school districts. Within those school districts the number of appointments reported from September 1980 to June 1983 varied between three and fifty-three for a total of 180. Of the 180 principals contacted 126 responded to the questionnaire, sixty-three first assignments and sixty-three reassignments, for a return rate of 70%.

Some districts experienced relatively little change in principalships during the period

examined while other districts reported a greater percentage of change. Superintendents or assistant superintendents explained the reasons for relatively small changes as being an indication of principals' job satisfaction and a decline or stabilization in population. In one school district an incentive program had been introduced to encourage early retirement of administrators and hence allow more appointments to be made. Another attempt to encourage mobility and change was reported by a district that had transferred a number of principals within the district. (see Table 3)

2. Written Policies

Castetter (1979:172) encourages use of written policies to clarify the intent of the board in personnel selection and to guide the selection process employed within the district. In reviewing other writers on selection processes, Peach (1963) asserts that selection policies with criteria relevant to the system will provide an adequate supply of acceptable candidates. Both writers recommend that these policies be available to all staff members and applicants.

In six of the seven interviewed school districts, selection policies relative to

Table 3
Number of Principals
Appointed or Reassigned
in Surveyed School Districts

Number of Schools	Number of Appointments Made	Relative Frequency of Appointments	First Assignment	Reassignment
10	3	33%	2	1
19	12	63%	5	7
20	10	50%	6	4
24	6	25%	6	0
63	46	73%	12	34
91	50	55%	17	33
195	53	27%	28	25
Total 422	180	42%	76	104
Number of Principals Responding to Questionnaire	126		63	63

administrative appointments were written. In four of those six districts the selection policy was a public document available in a policy handbook in all schools. Two of the six districts reported that the policy was available to applicants on request. As well as the basic criteria in the written documents all districts interviewed stated preferences that went beyond the written document.

As recommended in the literature, a majority of school districts had written policies available to selectors and those who were applying for positions.

Table 4

WRITTEN STATUS OF SELECTION POLICIES

IN SURVEYED SCHOOL DISTRICTS

	School District Responses
Written Status	Frequency
Public Document	4
Available to applicants only	2
Unwritten policy	1
Total	7

B. Selection Criteria

The purpose of this section is to present a descriptive analysis of the various criteria employed by school districts in the selection of school principals. Comparisons will be made among reported selection policies and the relationship between practice and the literature.

1. Educational Preparation

According to written selection policies, four school districts required no minimum educational preparation at the time of appointment. Two districts required baccalaureate degrees, not necessarily in education, and one district required graduate work in a related field. No distinctions were made between first appointees and reassignments.

In practice, one school district preferred no minimum preparation while five preferred graduate work and one specified a master's degree for initial appointment. All stated that evidence of graduate work or educational preparation beyond the baccalaureate degree was preferred in reassigning a principal. From this evidence, one could conclude that the practitioners expected their principals to show evidence of extended educational preparation. However, the

content of this preparation was not specified.

Writers acknowledge the importance of training for prospective and practicing administrators. Controversy and disagreement emerge in resolving the content and extent of training most likely to elicit effective administrative skills. Selection policies and practices appeared to reflect this dilemma.

Table 5
ACADEMIC TRAINING AS A CRITERION
IN EXISTING SELECTION PRACTICES

	School District Responses	
Educational Preparation	Minimum Required	Minimum Preferred
No minimum preparation	4	1
Baccalaureate Degree	2	0
Graduate work in related field	1	5
Masters Degree	0	1
Ph.D./Ed.D.	0	0
Total	7	7

2. Knowledge

According to the literature, as educational leader, the principal demonstrates expertise in curriculum and instruction, program evaluation, and supervision of personnel. Study in administrative theory and practice may provide additional expertise in the performance of the role of principal.

As business manager, preparation and management of budgets, resource allocation, acquisition of materials and efficient operation

and maintenance of the school plant take precedence. One school district reported no preference or requirement on the area of study or the knowledge component expected of prospective principals.

The school district that required graduate study stated that the area of study was dependent on the type of school to which the individual would be appointed. Those that stated a preference in knowledge base leaned to specialization in educational administration (71%).

Alberta superintendents identified the need for principals to recruit, select and evaluate staff; to design, modify and evaluate curriculum; and to establish good school climate (Caldwell, 1982). They want instructional leaders concerned with human relations.

These school districts appeared to place little importance on the academic preparation of principals as an indication of their ability as educational leaders.

Table 6
KNOWLEDGE CRITERION
IN EXISTING SELECTION PRACTICES

Characteristics of Knowledge Area	School District Responses	
	Required	Preferred
Educational Administration	1	5
Curriculum and Instruction	1	1
Program Evaluation	1	1
Supervision of Personnel	1	1
No Preference Specified	1	1

3. Scholarship

Two school districts investigated scholastic achievement but did not specify minimum levels of achievement. Three school districts reported that scholarship was not considered and there was no requirement for a specific level of achievement. Two school districts required the applicants to provide a transcript but did not always rate or check the transcripts. School districts that checked transcripts were looking for evidence of patterns of failures or withdrawals and for continuing professional development.

Table 7
SCHOLASTIC ACHIEVEMENT AS A
CRITERION IN EXISTING SELECTION PRACTICES

	School District Responses		
Scholastic Achievement	Yes	No	Sometimes
Criterion Used	2	3	2
Level Specified	0	7	0

Scholastic achievement was considered relevant in some instances but specific levels were not required or preferred. School districts did not rate scholastic achievement as important, and did not set minimum levels of scholastic achievement.

4. Intelligence

Mozarella (1972:20) cites intelligence as a quality of leadership, not to be considered independently. Level of intelligence of the leaders should not be too much higher than the followers. Tests to measure intelligence are neither recommended nor reported in use in selection processes reviewed in the literature.

No measures of intelligence or requirements for a minimum or general IQ standing were assessed by participating school districts. Intelligence was assumed, as one personnel director stated, because of the level of academic training principals possess.

5. Experience

Experience may be classified as to quantity or number of years and variety or types of positions held. The principal candidates presumably had some years of teaching and/or administrative experience representing the quantity of experience. Positions held prior to the appointment constituted another form of experience. Teaching positions at various levels of instruction and administrative positions such as department head or assistant principal

represent this type of experience.

With reference to years of teaching experience, three school districts reported requiring no definite amount. In lieu of length of service, the districts preferred proven teaching ability or successful teaching experience. One district required three years successful teaching experience and three districts required five years experience as a prerequisite. Although the requirement in one district was five years, the superintendent preferred ten years teaching experience.

No school districts required administrative experience prior to appointment. However, four of the school districts stated preferences for administrative experience. Administrative experience cited most frequently was the position of assistant principalship. (see Table 9) Experience was the primary criterion used in reassigning principals within school systems.

Calhoon (1976:125) offers strong support for the use of experience as a selection criterion. Relevant experience enhances technical skills being acquired by prospective administrators and provides opportunities to practice task areas and develop conceptual skills. Experience is highly rated as an indicator of human relationship skills.

School districts correlated relevant experience with teaching experience in the level of school to which the person was being appointed. A prospective principal's familiarity with particular teaching methods and student behavior found in the assigned school was appraised by one school district.

Table 8
TEACHING EXPERIENCE WITH PRESENT BOARD AS A CRITERION IN EXISTING SELECTION PRACTICES

Teaching Experience	School District Responses	
	Required	Preferred
No stated amount	3	0
1 - 5 years	4	3
6 - 10 years	0	1
Total	7	4

Table 9
TYPES OF EXPERIENCE AS A CRITERION IN EXISTING SELECTION PRACTICES

Position	School District Responses	
	Required	Preferred
Teacher	0	4
Department Head Grade Co-Ordinator	0	2
Assistant Principal	0	4
Consultant	0	1
Curriculum Leadership	0	2

6. Personal Factors

Personal factors may be defined as skills and personality character traits germane to performing effectively as a principal.

Strong support was attributed to personal factors as selection criteria in practice and in the literature.

Assessment of such characteristics in participating school districts varied, but all appraisals were subjective. Table 10 presents the characteristics and indicates frequencies with which they were selected.

School districts chose leadership, ability to get along with people, respect for and interest in children, character, poise and emotional stability as important most frequently. No distinction was made between initial appointments and reappointments.

All the factors were chosen as important by some respondents. However some personnel officers considered active participation in professional organizations, appearance, good health, sense of humor and interest in community affairs as unimportant.

Superintendents or personnel officers included several other qualities as important in their school district: integrity, humility, flexibility, ambition, conflict resolution skills and public relations skills.

Personal factors recommended most frequently included leadership, human relations skills, decision-making skills, communication skills, and organizational skills. Superintendents or designates interviewed, agreed in their choice of leadership as a personal factor. They appeared to favor personality or character traits over other job-related skills or attributes.

Table 10
RATINGS OF PERSONAL FACTORS AS CRITERIA
IN EXISTING SELECTION PRACTICES

Characteristics	School District Responses	
	Important	Unnecessary
Ability to Get Along with People	6	
Leadership	7	
Organizational and Executive Ability	1	
Tact and Diplomacy	3	
Good Judgment & Common Sense	2	
Character	5	
Poise & Emotional Stability	4	
Initiative and Willingness to Work	3	
Sense of Humor	3	1
Good Health	1	2
Appearance	1	3
Ability to Communicate	3	
Ability to Teach	1	
Respect for/Interest in Children	6	
Interest in Community Affairs	2	1
Active Participation in Professional Organization	3	4

7. **Age**

Legislation protecting human rights disallows inquiries of a candidate regarding age. None of the school districts used age as a criterion in appointing principals.

8. Sex

Legislation protecting human rights disallows inquiries of a candidate's sex. All of the districts said sex was not a criterion in selection. Three of the school districts did not ask the question. Four districts reported no preference for male or female principals. Two districts, while stating no preference, encouraged females to apply. One district reported a preference for female applicants but claimed too few were applying. One board, which claimed no preference, conducted a study which showed that a greater percentage of female applicants were appointed as compared to male applicants.

9. Health Factors

Consistent with human rights legislation candidates were not asked questions regarding physical fitness or health problems. Two districts said it was an unimportant factor. One district suggested that energy and stamina were important characteristics and listed health factors as a criterion to consider. Physical examinations were a requisite for employment with the district, but not with relation to appointment to a principalship. Exceptions would be those principals coming onto staff from

outside the system, since a medical was required as part of the process in being hired for the district.

Table 11
HEALTH FACTORS AS A CRITERION
OF EXISTING SELECTION PROCEDURES

Health Factors	School District Responses
Considered	1
Not assessed	7
Unimportant	2

10. Importance of Selection Criteria

Superintendents or designates were asked to select three criteria as to importance for their district. Table 12 shows the compilation of those choices. As indicated, all personnel selectors preferred personal factors, followed by experience (57%) and training (57%).

Table 12
IMPORTANCE OF SELECTION CRITERIA IN
EXISTING SELECTION PRACTICES

Criteria	School District Responses
Age	0
Experience	4
Scholastic Achievement	1
Personal Factors	7
Sex	0
Training	4
Breadth of Knowledge	3
Health Factors	1
Intelligence	0

Summary

Table 13 indicates that all school districts used experience and personal factors as selection criteria. Most considered training. Some attention was attributed to scholastic achievement, intelligence and health factors but age and sex were not utilized as selection criteria. A high degree of agreement was apparent among representatives of school districts for seven of the eight selection criteria.

A query about other criteria to include elicited some responses, but no agreement among respondents. Suggestions included: life style, readiness for position, and sensitivity to and ability to respond to the needs of others.

Table 13
CRITERIA USED IN THE SELECTION OF PRINCIPALS
IN EXISTING SELECTION PRACTICES

Selection Criteria	School District Responses		
	Yes	No	Sometimes
Training	6	1	-
Scholastic Achievement	2	3	2
Intelligence	-	5	2
Experience	7	-	-
Personal Factors	7	-	-
Age	-	7	-
Sex	-	7	-
Health Factors	1	6	-

C. Selection Procedures

Characteristics of the procedures employed by school districts in the selection of school principals are included in this section. The recruitment process, and procedures used in selection, screening and evaluation of applicants are included. Comparisons will be made among the procedures and the relationship between practice and the literature.

1. Recruitment of Candidates

Informing prospective candidates of particular positions, inviting general applications for a pool of candidates and encouraging applications for positions constitute procedures of recruitment.

Table 14 indicates the modes practiced in identifying potential candidates. Internal advertising was universally applied in these school districts. Two of three districts that reported advertising outside the system did so occasionally. Some candidates were identified from lists of previous competitions. All districts retained a candidate list on file, usually for three years.

Table 14
RECRUITMENT PROCEDURES IN EXISTING
SELECTION PRACTICES

Procedures	School District Responses
Newspaper Advertisement	3
Professional Journal Advertisement	0
Internal Advertisement	7
Nominations by Peers	1
Candidate List from Previous Competitions	7

2. Application Forms

Use of an application form as part of the screening procedure may provide more objective information. Review and comparisons of pertinent data become feasible with standardized application forms. Use of a standardized application specific to the position is a recommended procedure in the literature.

Standardized application forms comprised a part of the selection procedure in five (71%) of the school districts. Two districts did not use application forms at all while four districts did not require reassigned principals to complete application forms. In five districts a resume or curriculum vitae was required as part of the application. None of the districts required principals being reassigned to forward a resume.

As recommended, the majority of the school

districts used a standardized application form when candidates were applying for a specific position, particularly when being appointed for the first time.

Transfer decisions made by staffing were treated differently. Principals applying for positions that become vacant during the year or that were posted as competitions were expected to complete application forms in the same manner as newly appointed principals. However some districts encouraged their principals to make a change after five years in one position and might move a principal without requiring formal application. In districts where the principals were known by the personnel officers the need for an application was seen as unnecessary. This appears to be in opposition to recommended practice.

In business organizations, resumes are considered a major tool for making initial contact with prospective employers (Olney, 1982:67). In surveying selection procedures suggested for hiring principals little or no emphasis was placed on the use of resumes. Five of the surveyed school districts required resumes as part of the selection procedure.

Possession of communication skills was

considered an important criterion in identifying potential administrators. The use of a written essay as a selection tool assessed one aspect of communication skills. Three districts required a written exercise to be completed with the application. Essay topics such as educational philosophy, educational theory or practice, or a problem solving situation were specified.

Table 15
APPLICATION FORM CHARACTERISTICS
IN EXISTING SELECTION PRACTICES

Characteristics	School District Responses
Used in selection procedure	5
Not used in selection procedure	2
Standardized format	5
Informal indication of interest in position	3
Letter of intent	2
Resume required	5
Use of written essay question	3
Essay topic specified	3

3. Recommendations and References

Disagreement and controversy pertaining to the validity of and value in using recommendations and references are evident in the literature. Referees selected by the candidate may present an irrelevant or one-sided assessment of the candidates' skills and characteristics. Personnel selectors may counteract these limitations by using a standardized reference form, selecting the referee, requiring references to be forwarded directly, assuring confidentiality of references

and making follow-up contacts.

A Saskatchewan study (Loder, 1982) showed that references are not routinely considered in selecting principals.

In six (85%) of the school districts in this study references or recommendations were used as a selection tool.

A standardized format was employed by three districts (43%). Letters of reference were forwarded by referees to ensure confidentiality in five districts. Two districts contacted referees by phone as a follow-up procedure. In six districts candidates chose some or all of their referees. In five of the districts staffing nominated some of the referees.

Considering the limitations as practiced in these school districts (lack of standardization, and follow-up phone contacts) the value of recommendations may be questionable.

Table 16
CHARACTERISTICS OF RECOMMENDATION AND REFERENCES IN EXISTING SELECTION PRACTICES

Reference	School District Responses
References Used in Selection	6
Standardized Format	3
Letters forwarded by applicant	0
Letters confidential	5
Referees contacted by phone	2
Candidate chooses referees	6
Staffing selects referee	5

4. Use of An Ability/Personality Test

One district reported use of an ability test. The test mentioned was the Administrator Perceiver Interview, an interview designed to identify characteristics attributed to successful educational administrators. A profile of characteristics was generated from the interview. Other districts reported use of the interview, but did not use it as a selection tool. One district expressed need for ability tests and mentioned in-basket simulations or questionnaires that could be helpful.

The use of personal and ability tests was advocated to encourage objectivity and validity in principal selection. However few tests pertinent to principal selection have been developed. The need to develop relevant inexpensive, reliable, readily available and easily administered tests was acknowledged. In-basket exercises and simulations, used in assessment centres, were recommended. Most suggested that standardized tests were not specifically relevant to the selection of principals.

Table 17
USE OF AN ABILITY OR PERSONALITY TEST
IN SELECTION PROCEDURES

Tests	School District Responses
Ability Test Used	1
Personality Test Used	0
No test administered	6

5. Academic Record

As part of the initial screening, a candidate's professional qualifications and training should be scrutinized as evidence of preparedness to perform as educational leader. One indicator of these characteristics is a transcript of the academic record of the candidate.

Transcripts were requested in four (57%) of the school districts and were checked in three (42%).

These districts appeared to place little importance on the academic recored as an indicator of a candidate's qualifications.

Table 18
USE OF ACADEMIC RECORDS IN EXISTING SELECTION PROCEDURES

Academic Record	School District Responses
Requested	4
Not Required	3
Considered	3

6. Health Record

Good health, energy and stamina are desirable characteristics for principals as noted in the literature.

Legislation protecting human rights disallows inquiries regarding health, general disabilities

or health problems. However it is permissable to state that a job offer is dependent on passing a job-related physical or medical examination.

None of the school districts required a medical examination or presentation of a health record for the position of principal. Four stated a physical examination was a requirement of employment, but not promotion. One of those interviewed said because of policy to select principals internally the work record (an indicator of health condition) was available and consequently examinations were unnecessary.

Table 19
USE OF HEALTH RECORD
IN APPLICATION FOR CURRENT POSITION
IN EXISTING SELECTION PROCEDURES

Health Record	School District Responses
Available	1
Not Required	7

7. The Interview in the Selection Process

Much has been written in support and criticism of the interview as a selection tool. Selection errors due to interviewers' differing skills, lack of expertise, or bias may result if interviews are weighted heavily. Lack of standardization in the interview format, in the rating scale, and incomplete knowledge of the requirements of the position limit effectiveness of the interview as a selection tool. Despite

these considerations, the interview appears most frequently as a tool in recommended selection procedures. Advocates proclaim the interview as most effective in judging personal characteristics, communication skills and exchanging necessary information.

All school districts reported using interviews in their selection process. All districts stated that team interviews were conducted and four school districts used individual interviews as a selection procedure. One district included three interviews for potential principals.

Five districts (71%) reported use of structured or standardized interviews. However, one stated that the interview may vary as interviewers may deviate from questions or probe to investigate further, depending on the candidate. Three districts utilized the Administration Perceiver Interview, an individual interview which is standardized and structured. A rating form was used with the interview in five cases.

There appeared to be strong support for use of the interview, but lack of standardization and inconsistent use in some districts diminish its validity as a discriminator among candidates.

Over dependence on one selection technique also tends to diminish the value of the process as a whole.

Some districts attempted to include the community and those affected by the selection decision in the selection process. A variety of people participated in the interviewing process: senior administrative personnel, staffing department personnel, board members, school personnel and in one district parent representatives. Untrained interviewers with varying degrees of knowledge about requirements for the role of principal or perhaps with potential bias may be part of interview committees. These factors combined may negate effectiveness of the interview.

Table 20
CHARACTERISTICS OF INTERVIEW AS PART OF SELECTION PROCEDURES

Interview Characteristics	School District Responses
Interview Conducted with All Candidates	7
No interview	0
Team Interview	7
Individual Interviewer	4
Standardized Format	5
Rating Form Used	5

Table 21
PERSONNEL RESPONSIBLE FOR INTERVIEWING PRINCIPAL CANDIDATES IN EXISTING SELECTION PRACTICES

Interviewers	School District Responses
Superintendent	2
Assistant Superintendent of Personnel	2
Selection Committee	6
* Other	1

* Board of Trustees

8. Internship, Probationary Period, Field Observations

Internships are slightly recommended in literature as a selection techniques. Considering the credence given to experience as a factor in deciding whether an individual would be an affective principal, it seems peculair that the internship receives so little attention. Surely observing a person while learning would be a valid and valuable indicator of ability to perform effectively independently. However, limited resources, cost factors, lack of personnel prepared to initiate, supervise and participate in such programs negates implementation.

In the school districts surveyed, none of them reported use of an internship program.

In theory probationary periods provide both employer and employee with the opportunity to decide whether the appointment was appropriate.

Field observations of a prospective employee performing administrative tasks and acting in actual situations can be more valuable indicators of abilities than written or verbal hypotheses of performance offered by candidates.

All school districts made initial appointments for one year in an acting capacity. At the end of this probationary period the appointments were confirmed or designations were

withdrawn. Evaluation procedures conducted by the superintendent or an area superintendent varied.

Four districts conducted evaluative interviews between principals and the area superintendent. Field observations or input from other sources were not included.

One superintendent interviewed probationary principals quarterly to discuss different aspects of the principalship: role; priorities in staff, program, and community; supervision of staff; and resource management.

In another district the superintendent observed the acting-principal in the school. The principal was expected to conduct a survey of the staff, evaluating the year and his performance. A survey of the community and students may be conducted if appropriate. This evaluation and the observation were considered in the interview between superintendent and principal-elect as part of an assessment.

Another variation included an interview of staff, a survey of the parent community, a written report prepared by the principal, and an assessment of work flow throughout the year. Area superintendents interviewed prospective principals to discuss these inputs and prepare an evaluation.

Probationary periods appeared to be used to

give principals feedback on their performance in the first year in the position not as a means to determine whether a candidate was suitable and should be confirmed in the position as principal.

Some use of field checks is noted in Table 22 in the surveyed procedures. Observations by the immediate supervisor were sometimes conducted, but more frequently a reference or recommendation is requested.

Table 22
CHARACTERISTICS OF FIELD CHECKS

Field Observations	School District Responses
Field Observation Conducted	4
No Observation	3
Standardized Format	2
Superintendent observes	2
Assoc./Assistant Superintendent observes	2
Supervisor makes observation	3
Principal makes observation	3

Table 23
PROCEDURE PREFERRED IN EXISTING SELECTION PRACTICES

Procedures Preferred	School District Responses
Application Forms	6
References	4
Ability Tests	0
Academic Transcripts	0
Physical Examination	0
Interviews	7
Field Observations	3
Probationary Period	1

9. Preferred Selection Procedures

Given three choices, the selection procedures chosen most frequently as preferred included interviews, application forms and references.

Ability tests, academic transcripts and physical examinations were not chosen.

Table 24
SELECTION PROCEDURE USED
IN EXISTING SELECTION PRACTICES

Procedures Used	School District Responses
Application Forms	5
References	6
Ability Tests	1
Academic Transcripts	3
Physical Examination	0
Interviews	7
Field Observations	4
Probationary Period	7

Summary

Table 24 shows that interviews, probationary periods, references and application forms were most frequently cited as selection procedures in these school districts. Ability tests and physical examinations were not used in these selection procedures. Field checks and academic transcripts were sometimes employed. As noted previously, superintendents of staffing placed most importance on interviews, application forms and references.

D. Placement Procedures

Characteristics of the procedures used in placing selected principals in particular situations are

included in this section. The goals, objectives and policies of the schools, principal's role, and descriptions of the schools are included. Comparisons will be made between practices in the school districts studied and the literature.

1. Making Employment Decisions

Meese (1981:40) recommends including as many people as possible affected by the decisions in the selection process. Final decisions are made by experts.

Table 25
PERSONNEL INVOLVED IN FINAL SELECTION DECISIONS IN EXISTING SELECTION PRACTICES

	School District Responses
Selection Committee Recommends Candidates	7
Superintendent Recommends Candidates	1
Superintendent Approves Recommendations	1
Superintendent Selects Principals from Short List	5
Board Recommends Candidates	1
Board Approves Recommendations	5
Board Selects Principals from Short List	2

In all school districts the review of information about potential principals was conducted by a selection committee which prepared a short list of candidates. In one case the superintendent added to, or deleted from this list. In another district the board could make additional recommendations. Final selections were

chosen from the short list by the superintendent in five districts. Approval was given by the board of trustees to recommendations made by the superintendent in those districts.

In most districts (71%), the superintendent selected the candidates from the recommendations prepared by the selection committee. Two districts made recommendations to the board of trustees for final selection. Most districts commissioned experts to make final decisions as reported in literature. (Kelsy and Leullier, 1978:3)

In all districts selection committees were composed of area, zone, associate or assistant superintendents of curriculum and instruction, operations, or pupil personnel. One district used an interview committee which included other principals, parents, teachers and supervisors of curriculum or pupil personnel to rate candidates. Otherwise districts reported no input from those affected by the selection decision.

2. Placement Decisions

Designations of principal are made to the district level. All districts appointed principals to a pool of prospective principals and expected them to be qualified for and capable of

assuming principalships in most schools in the district. Three districts made placement decisions based on specific school needs and on some knowledge of the school.

In one district a school review was fairly extensive: staff were observed and interviewed, school climate was surveyed, current leadership and style were assessed, and the community was surveyed for satisfaction. Some objective measures were employed when a principal change was required. The type of person to sustain the status quo or bring changes was matched with perceived school needs. Appointments were rendered on a system basis.

Two districts considered community needs when appointing a principal because school personnel were expected to work closely with communities. One district consulted the community; the other did not. Principals' qualifications and background of experience were matched to perceived school needs.

Three districts relied on selection committees or assistant superintendents, and familiarity with the schools and communities to identify the person with appropriate qualifications and experience.

In another district prospective principals

were rated and appointments were made in that order to schools. They expected principals to be prepared to administer in all schools. Some consideration was given to experience in similar settings.

3. Goals and Objectives of Schools

Preparing a position guide with specific selection criteria presupposes a thorough assessment of a particular situation to determine essential and desirable professional and personal qualities required in the individual. Situations within schools may vary because of the goals and objectives of the school. How goals and objectives are determined influence the type of leadership required. Presence of goals and objectives regarding program content and student achievement may reflect a more structured situation and suggest a particular leadership style.

Table 26
GOALS AND OBJECTIVES OF SCHOOLS
IN SURVEYED SCHOOL DISTRICTS

Goals and Objectives	School District Responses
In written form	6
No written status	1
Determined by Board Policy	1
Determined by Tradition	0
Determined by Principal and Staff Agreement	4
Principal Decides	0
* Other	2

* Principal committee within guidelines of Board policy (1). Principal and staff agreement with zone superintendent consultation (1).

Six school districts reported that they possessed written goals and objectives.

Goals and objectives were prepared by agreement between principal and staff in four districts (57%).

One board determined goals and objectives on a system basis. In another district a committee of principals prepares goals and objectives for the district following policy set by the board. No district assigned this responsibility to individual principals.

4. School Policies

School policies governing procedures, practices and expectations for students and staff may vary depending upon the environment within which the school operates and the clientele which the school serves. The presence of written policies as well as the process by which they are determined have a bearing on the position power of the principal and the leadership style required. Written policies reflect an attempt to create a more structured situation.

Six school districts reported that school policies were in written form. One district reported school policies determined by board policy. Two school districts stated that principals consulted with staff to determine school policy. One school district said principals

were responsible for determining school policy and two other districts stated that principals must decide within guidelines set by board policy or a committee of peers.

Table 27
SCHOOL POLICIES
IN SURVEYED SCHOOL DISTRICTS

School Policies	School District Responses
Written Form	6
Unwritten Form	1
Determined by Board Policy	1
Determined by Tradition	0
Determined by Principal and Staff	2
Principal Decides	1
* Other	3

* Principal decides in accordance with board policy (1).
Principal and staff decide within board policy (1).
Principal decides within guidelines set by a committee (1).

5. **Role Description for Principals**

Six school districts (85.7%) said the role of the principal is in written form, but four of these stated that the description was for the system rather than a particular school. Staffing personnel (57%) agree that the role description is determined by board policy.

Table 28
ROLE DESCRIPTION FOR PRINCIPAL
IN SURVEYED SCHOOL DISTRICTS

Role Description	School District Responses
Written Form	6
Unwritten Form	1
Determined by Board Policy	4
Determined by Tradition	1
Determined by Principal & Staff	0
Principal Decides	0
* Other	2
N/A	0

* Determined by Superintendent and committee (1).
Determined by Principal Association with approval by trustees (1).

6. **Principals Select and Evaluate Staff**

Characteristics within the role of principal have an impact on "position power" which refers to the degree to which the position enables the leader to convince group members to comply with and accept direction. (Fiedler, 1967:8). If principals have responsibility for selecting and evaluating teachers, position power is seen as stronger.

Table 29
PRINCIPALS AND TEACHER SELECTIONS
IN SURVEYED SCHOOL DISTRICTS

Principal Select	School District Responses
Yes	2
No	5

Table 30
PRINCIPALS AND TEACHER EVALUATIONS
IN SURVEYED SCHOOL DISTRICTS

Principal Evaluates	School District Responses
Yes	5
No	1
* Other	1

* Subject Specialist and Staffing and Principal

Two districts assigned authority to principals for selecting teachers. In three districts principals were part of the selection team and were consulted about teacher selections, but staffing made final decisions. In two districts staffing took full responsibility for selecting teachers. In these districts principals have limited authority for making staffing decisions within their schools.

Six school districts (85.7%) assigned principals to full or shared responsibility for evaluating staff.

7. Leadership Style

In selecting a principal, leadership is one personal quality that personnel officers rate as important. More than the presence or absence of leadership qualities, exercise of leadership must be examined to assess effectiveness.

Six (85.7%) school districts assessed leadership style, four by observing the principal-elect and two by interviewing the candidates. School districts said leadership can be assessed informally by detailing past performance, involvement in extra-curricular activities, participation in curriculum committees, and checking references. Two districts used the Administrator Perceiver Interview to identify leadership style. As reported earlier, few direct field observations were noted.

Table 31
LEADERSHIP STYLE
IN SURVEYED SCHOOL DISTRICTS

Leadership Style	School District Responses
Is Assessed	6
Is Not Assessed	1
Determined by Interview	2
Determined by Observation in Field	4
Determined by Testing	0
No Response	0

Summary:

Most districts assigned decision-making about selections to superintendents and selection committees. Few districts solicited input from those affected by the decision. Principals were appointed to districts and were expected to have transferable administrative skills. Some account was taken of needs of the school in making placements. Goals and objectives of schools in most districts were in written form determined by agreement between principal and staff. School policies in most districts were written and formulated by principals or the principal in consultation with staff. Role descriptions were system-based. Principals frequently evaluated staff but usually did not make final selections of staff. Leadership style was assessed subjectively.

E. Satisfaction with the Selection Process

On the whole, superintendents were quite satisfied with the selection process and the resulting placement. Superintendents and designates reported the following reactions to the selection process:

1) Five respondents were quite to very satisfied with the process as a whole, while two were very dissatisfied or somewhat dissatisfied. Four districts reported some dissatisfaction with the process, two because of the decision-making process used in the final selection and in two others the process is under review to improve the information gathering process.

2) All respondents were quite or very satisfied that the selection process indicated candidates' ability to fulfill the role of principal.

3) Six respondents or designates were quite to very satisfied that the process matched the individual's skills with those required in the situation. One interviewee was somewhat dissatisfied.

4) All respondents were quite or very satisfied that the process predicted the incorporation of the principal into the school and system.

5) Five respondents were quite or very satisfied that the process indicated subsequent job satisfaction. One interviewee was somewhat satisfied and another said the question was not relevant.

6) Six respondents were quite or very satisfied that the process was an indicator of employee longevity. One respondent was somewhat dissatisfied as he felt longevity had some disadvantages. All respondents expressed concern with principals staying in one position too long and encourage their principals to transfer after a reasonable length of time.

Table 32
SATISFACTION WITH SELECTION PROCESS
IN EXISTING SELECTION PRACTICES

1. Very Dissatisfied 2. Somewhat Dissatisfied 3. Quite Satisfied 4. Very Satisfied

		Mean of School District Responses
1.	Overall Selection Process	2.9
2.	Indicator of Ability as Principal	3.1
3.	Match of Skills and Situation	3.6
4.	Prediction of Acceptance	3.5
5.	Indicator of Job Satisfaction	3.5
6.	Indicator of Employee Longevity	3.3

SUMMARY

Chapter IV presented information about selection processes as reported by the superintendent or personnel officer in school districts.

A population profile and information on selection policies provided some background about the school districts.

The educational preparation required and preferred, background of knowledge required and preferred level of scholastic achievement, level of

intelligence, type of experience, personal factors, age, sex, and health factors of candidates were examined as selection criteria.

Recruitment of candidates, application forms, recommendations, use of ability or personality tests, academic transcripts, health record, interview, internship, probationary period and field observations are considered as selection procedures.

Personnel involved in the employment and placement decision, goals and objectives of schools, school policies, role description for principals and leadership style were included in placement procedures.

The satisfaction of superintendents and designates with the process was reported. Chapter V presents information about selection processes as reported by principals.

V. ANALYSIS OF THE DATA FROM PRINCIPALS

Chapter V presents the data related to the questionnaires completed by principals in the school districts surveyed. A description of the selection criteria, selection procedures, placement procedures and the satisfaction principals experienced in the selection process is included.

A. Written Policies

Written selection policies guide applicants and selectors in using selection processes. Written policies encourage objectivity and promote confidence in fairness of the procedure and application of criteria. Applicants are made aware of system intents and processes. In accordance with these recommendations, a majority of appointed principals in this survey reported written selection policies were available to them.

A greater percentage of reappointed principals responded in the negative about the availability of written selection policies. This may reflect the experience of those principals who do not experience a complete assessment according to system policies, who are transferred or appointed without applying for a change in position.

Table 33

AVAILABILITY OF WRITTEN SELECTION POLICIES TO CANDIDATES

Principal Responses	Frequency		First Appointment		Reappointment	
Yes	78	61.9%	42	72.4%	36	57.1%
No	43	34.1%	16	27.6%	27	42.9%
No Response	5	4.0%				

B. Selection Criteria

Criteria examined most frequently in selection policies included personal factors, experience, training and breadth of knowledge. In some instances, scholastic achievement and intelligence were considered. Health factors, age and sex could not be included because human rights legislation disallows inclusion.

Principals were asked to provide information regarding the selection criteria.

Differences between criteria and practices applied to first appointments and to reappointments as reported by principals will be noted.

1. Educational Preparation

Writers acknowledge the importance of training for prospective and practicing administrators. Some support study of administrative theory and practice while others would promote training in administrative skills and tasks.

School districts do not require specific restrictive educational qualifications. Six districts stated preference for first appointees to have studied at the graduate level and all districts expected evidence of graduate work for reassignment.

Educational qualifications reported by principals in Table 33 show that many of the 63 principals who were in their first assignment held more than one degree, ranging from baccalaureate to master. The majority (58.9%) of the first appointees reported academic training in graduate studies. Of the sixty-three reassigned principals, fifty-seven (90%) reported changes in their educational preparation. The majority (80.6%) reported graduate work in education. Administrators who were selected reflect superintendents' preferences for academic preparation beyond the baccalaureate level.

Table 34

ACADEMIC TRAINING AS REPORTED BY PRINCIPALS IN EXISTING SELECTION PRACTICES

	Principal Responses			
Educational Preparation	First Appointment		Reappointment	
Baccalureate Degree	51	40.8%	11	16.5%
Graduate Diploma	26	20.5%	8	11.9%
M.Ed.	32	25.4%	31	46.3%
M.A.	15	11.9%	14	20.9%
Ed.D./Ph.d			1	1.5%
* Other	2	1.3%	2	3.0%
TOTAL	126	100.0%	57	100.0%

* Bachelor of Theology (1)
Bachelor of Religious Studies (1)

2. Knowledge

The debate pertaining to which skills are necessary and how to acquire them continues. There is little agreement about what background of knowledge is preferable but some combination of knowledge and skills is suggested.

Principal responses showed the greatest percentage (73%) having studied Educational Administration. This is consistent with school district preferences. Despite school district minimal requirements and preferences, the proportion of principals reporting study in Curriculum and Instruction (54%) indicated the high level of preparation presented by candidates.

While stated requirements were minimal, in actuality the individuals selected were well prepared academically in knowledge of administrative theory and practice, knowledge of educational theory and practice and in knowledge

of curriculum though this was not reported as frequently. Principals selected had studied in all these areas.

Table 35
AREAS OF STUDY REPORTED BY PRINCIPALS IN EXISTING SELECTION PRACTICES

	Principal Responses		
	Frequency	First Appointment	Reappointment
Educational Administration	92	49	43
Curriculum and Instruction	68	34	34
Program Evaluation	22	10	12
Supervision of Personnel	40	18	22

3. Experience

Experience is a valued criterion in selection processes. The question of relevant experience still arises. Does successful teaching experience necessarily assure success as an administrator?

Calhoon (1976:123) finds that administrators benefit from two to five years field experience. Newberry (1977:42) claims that more than five years teaching experience is unnecessary as a prelude to an administrative appointment. "Conceptually, principals have an adult-to-adult function, as compared with the adult-to-child role of the school teacher." Both writers advocate experience at some level of the administrative hierarchy, but Newberry states ...."length of tenure in this capacity is not important." (1977:42).

Policies and stated preferences of participating school districts agreed with recommendations in the literature about experience. However, information provided by principals appeared to contradict requirements and preferences as stated by school districts. (see Table 8).

Principals reported a wide range of teaching experience with their present boards. (see Tables 36 and 38). The majority (76%) reported six to twenty years of experience with the board who had appointed them and 33% had eleven to fifteen years. Examining the statistics for first appointment showed a majority (65%) reporting six to fifteen years of teaching experience, while the majority (61%) of reappointed principals had eleven to twenty years of teaching experience. It would appear that despite minimal requirements, preference for an extended "apprenticeship" exists.

Table 36
TEACHING EXPERIENCE WITH PRESENT BOARD
AS REPORTED BY PRINCIPALS

Years of Experience	Principal Responses		
	Frequency	First Appointment	Reappointment
0	3	3	
1 - 5	12	8	4
6 - 10	25	17	8
11 - 15	42	24	18
16 - 20	29	8	21
21 - 25	11	2	9
26	3	1	2
No Response	1		1
Total	126	63	63

Table 37

ADMINISTRATIVE EXPERIENCE PRIOR TO PRESENT APPOINTMENT
AS REPORTED BY PRINCIPALS

Years of Experience	Principal Responses					
	Present Board			Another Board		
	Frequency	First Appointment	Reappointment	Frequency	First Appointment	Reappointment
0	2	2		0	0	0
1 - 5	46	34	12	17	10	7
6 - 10	33	14	19	5	2	3
11 - 15	22	4	18	2	2	0
16 - 20	9	2	7	1	0	1
21 - 25	4	0	4	0	0	0
31	0	0	0	1	1	0

Table 38 shows years of administrative experience reported by principals. Eighty percent of principals reported one to fifteen years administrative experience, while only 9.5% did not respond or reported none. Twenty-one percent also reported administrative experience with another board.

In Table 39 principals indicate positions held previous to the current appointment. For the greatest percentage of these principals the route to a principalship was achieved via an assistant principalship.

Table 38
TYPES OF TEACHING EXPERIENCE REPORTED
BY PRINCIPALS

Years of Experience	Grades 1 - 6			Grades 7 - 9			Grades 10 - 12		
	Frequency	First Appointment	Reappointment	Frequency	First Appointment	Reappointment	Frequency	First Appointment	Reappointment
1 - 5	35	29	6	34	20	14	21	11	10
6 - 10	16	8	8	25	12	5	7	4	3
11 - 15	23	8	15	11	6	5	4	2	2
16 - 20	9	1	8	13	5	8	6	5	1
21 - 25	8	2	6	3		3			
27 - 31	5	1	4	1		1			

Years of Experience	Early Childhood Services			Special Education		
	Frequency	First Appointment	Reappointment	Frequency	First Appointment	Reappointment
1 - 5	6	4	2	9	4	4
6 - 10				4	2	2
11 - 15						
16 - 20						
21 - 25					1	1

Table 39
POSITIONS HELD BY PRINCIPALS PRIOR TO CURRENT APPOINTMENT IN SURVEYED SCHOOL DISTRICTS

	Principal Responses			
Position	Frequency	Relative Frequency	First Appointment	Re-appointment
Teacher	10	7.9%	4	6
Counsellor	2	1.6%	2	0
Librarian	0	0	0	0
Department Head	4	3.2%	4	0
Assistant Principal	57	45.2%	44	13
Principal	41	32.5%	3	38
Consultant	6	4.8%	5	1
Supervisor	3	2.4%	1	2
*Other	8	6.3%	4	4

* University Pracicum Associate (2), Sabbatical leave (1), Co-Ordinator (1), Curriculum Co-Ordinator (1), Director of Student Services (1), Psychologist (1), Acting Assistant Superintendents (1).

4. **Personal Factors**

Strong support is afforded personal factors as selection criteria both in literature and in practice. Table 40 presents the characteristics and indicates the frequency with which principals named them.

Principals, asked to rank personal factors as to importance, chose initiative and willingness to work, leadership, ability to get along with people, organizational/executive ability, ability to communicate, and good judgment/common sense most frequently. All of the factors were chosen as important by some respondents. Principals' choices tended to follow recommendations in the literature more closely than school district responses.

Table 40
RATINGS OF PERSONAL FACTORS BY PRINCIPALS
IN EXISTING SELECTION PRACTICES

Personal Factor	Frequency of Response 1. No Influence	2. Little Influence	3. Some Influence	4. Great Influence	Mean Rating
Initiative and willingness to work	1	2	22	100	3.8
Ability to Get Along with People	2	0	33	91	3.7
Leadership	1	2	37	86	3.7
Good Judgment & Common Sense	2	1	40	83	3.6
Ability to Communicate	1	2	51	72	3.54
Organizational and Executive Ability	0	8	47	71	3.5
Tact and Diplomacy	2	5	59	69	3.5
Character	2	4	49	71	3.5
Poise & Emotional Stability	2	9	57	58	3.4
Sense of Humor	4	37	55	30	2.9
Good Health	12	42	49	23	2.7
Appearance	11	40	58	17	2.6
Ability to Teach	4	12	39	70	3.4
Respect for/Interest in Children	11	37	53	25	2.7
Active Participation in Professional Organization	14	42	51	19	2.6

Personal factors recommended most frequently in the literature include leadership, human relations skills, good judgment, communication skills, and organizational skills. (Musella, 1981:10). School districts, as represented by staffing personnel selected leadership and ability to get along with people most frequently

5. Age

According to Calhoon (1976:105) age is not pertinent to effectiveness. One should be old enough to have the maturity, experience, and education necessary to function in the work setting and to elicit the respect of colleagues and community.

No minimum or maximum age was stated or required nor preference as to age range declared by school districts. Despite these declarations, 87.3% of all appointments fell in the thirty-one to fifty age range; 4% of candidates were thirty or under; and 8.7% of principals were fifty-one or over at the time of their appointment. The majority (79.4%) of principals were between thirty-one and 45 at the time of their initial appointment and 74.6% ranged from thirty-six to fifty when reappointed.

Table 41
AGE AS A CRITERION REPORTED BY PRINCIPALS
IN EXISTING SELECTION PRACTICES

	Principal Responses			
Age	Frequency	Relative Frequency	First Appointment	Reappointment
Under 25	1	.8%		1
26 - 30	4	3.2%	2	2
31 - 35	34	27.0%	25	9
36 - 40	30	23.8%	14	16
41 - 45	30	23.8%	11	19
46 - 50	16	12.7%	4	12
51 - 55	8	6.3%	5	3
Over 55	3	2.4%	2	1

6. Sex

Legislation protecting human rights disallows inquiries of a candidate regarding sex. Calhoon (1976:123) reports that sexes are equal in overall job performance effectiveness and at older ages, women are a better risk for employers.

Principal responses indicated that a small proportion of females (17%) was being appointed.
(See Table 42).

Table 42
SEX AS A CRITERION
IN EXISTING SELECTION PRACTICES

	Principal Responses		
	Frequency	First Appointment	Reappointment
Male	102	51	51
Female	22	12	10
Not Answered	2		

7. Health Factors

Responses by principals supported statements of school districts that health factors were not assessed. This is in agreement with legislation protecting human rights. (see Table 43)

Table 43
MEDICAL EXAMINATION REQUIRED AS PART OF EXISTING SELECTION PROCEDURES

	Principal Responses		
Required	Frequency	First Appointment	Reappointment
Yes	8	1	7
No	110	56	54
No Response	8	6	2

8. Importance of Selection Criteria

Principals were asked to select three criteria they considered important to their districts. Principals thought experience held most importance (69%) and placed personal factors (61%) and training (43%) second and third. Differences between first appointments and reassignments were minimal. Superintendents rated personal factors ahead of experience and training.

Table 44
IMPORTANCE OF SELECTION CRITERIA AS CHOSEN BY PRINCIPALS

	Principal Responses		
Selection Criteria	Frequency	First Appointment	Reappointment
Age	3	1	2
Experience	112	58	54
Scholastic Achievement	13	6	7
Personal Factors	100	50	50
Sex	3	2	1
Training	70	32	38
Breadth of Knowledge	64	34	30
Health Factors	0	0	0
Intelligence	0	0	0

9. Summary

Following is an overview presented as a figure of responses by appointees:

Figure 4:

Initial Appointment	Reappointment
(a) Academic Training: Evidence of study at graduate levels	Continued professional development
(Background of studies: Educational Administration Curriculum and Instruction and Supervision of Personnel).	
(b) Teaching experience: 6 - 15 years (65%)	11 - 20 years (61%)
(Majority reported teaching in an elementary or junior high school).	
(c) Administrative Experience: 5 years (50%)	1 - 15 years (80%)
(Majority have held assistance principalships)	
(d) Age: 31 - 45 years	36 - 50 years
(e) Sex: 81% are male and 17.4% female	
(f) Personal Characteristics: Principals saw themselves as having initiative, as hard working, as personable, as people-oriented, as leaders, as having good judgment, as practical and as communicative.	

C. Selection Procedures

Procedures experienced by candidates applying for principalships are reported in this section. Differences between practices applied to first appointments and reappointments will be noted.

1. Recruitment of Candidates

Informing prospective candidates of

particular positions, inviting general applications for a pool of candidates and encouraging applications for positions constitute procedures of recruitment.

Principals' responses confirmed school district responses. Most principals learned of positions through internal competitions for available positions or a general invitation to apply for the position of principal. Six percent of principal candidates became aware of positions through word-of-mouth and external advertising. The primary form of candidate identification reported by districts was self-selection. (see Table 45).

Table 45
RECRUITMENT PROCEDURES IN EXISTING SELECTION PRACTICES

	Principal Responses		
Procedures	Frequency	First Appointment	Reappointment
Newspaper Advertisement	2	2	
Professional Journal Advertisement	1		
Internal Advertisement	116	58	58
Nominations by Peers	0		
Candidate List			
*Other	7	3	4

* Invitation to apply by superintendent (5)
Information re position from colleague (1)
Board member informed candidate (1)

2. Application Forms

The majority of principals (75%) completed an application form and 78 (62%) stated that the format was standardized. Seventeen and a half

percent of new principals and thirty-three percent of reassigned principals reported submitting a letter of intent or a verbal request for a specific position. Nineteen reassigned principals (30%) did not complete an application form while nine newly appointed administrators (14%) did not use an application form.

Other differences may be noted. 34% of new principals wrote an essay on a specified topic. 6.4% of reassigned principals wrote an essay.

Information from principals indicated that one-third of reassigned principals used a non-standard application or did not apply for a position, a practice not recommended in the literature.

Five school districts required resumés as part of the application procedure. Yet no principals said a resumé was required. No emphasis was placed on the use of resumés in suggested practices for hiring principals. Information in resumés is often difficult to standardize and compare due to differing formats and content.

Table 46

APPLICATION FORM CHARACTERISTICS

Application Form	Principal Responses		
	Frequency	First Appointment	Reappointment
Used in selection procedure	93	52	41
Not used in selection procedure	28	9	19
Standardized format	78	45	33
Informal indication	22	7	15
Letter of intent	10	4	6
Resumé required	0	0	0
Use of written essay question	26	22	4
Essay topic specified	26	22	4

3. Recommendations and References

Most of the school districts used references and recommendations. Staffing chose some of the references and candidates also nominated referees. Some districts used a standardized format. Letters were forwarded by respondents most frequently.

Sixty-two percent of principals provided names for references or letters of recommendation. However, sixty-eight principals (54%) said references were forwarded directly while 15% reported forwarding letters of reference to selection committees.

Table 48 shows candidates' choices for references. Principals were named most frequently. Teachers and supervisors were the next major groups. New principals asked colleagues and immediate supervisors for references most frequently. Principals in their

first appointment provided references more frequently than reassigned principals. Reassigned principals depended more on their work record than the word of others as a recommendation when applying for another position.

Table 47
CHARACTERISTICS OF RECOMMENDATION AND REFERENCES IN EXISTING SELECTION PROCEDURES

	Principal Responses		
Characteristics	Frequency	First Appointment	Reappointment
References Used in Selection	78	47	31
Letters forwarded by applicant	19	6	13
Letters confidential	68	42	26

Table 48
REFEREES CHOSEN BY PRINCIPALS IN EXISTING SELECTION PROCEDURES

	Principal Responses		
	Frequency	First Appointment	Reappointment
Superintendent	6	3	3
Assistant Superintendent	14	7	7
Supervisor	25	17	8
Consultant	9	8	1
Principal	70	46	24
Assistant Principal	8	7	1
Teachers	25	18	7
* Other	5	4	1

* Friend, community member, Faculty Advisor, Parent (in community), College Dean.

4. Use of An Ability/Personality Test

Principals named the Administrator Perceiver Interview or the essay, written as part of the application form, when identifying ability tests. No personality tests were identified. Most principals did not take a test as part of the selection procedure which confirms information provided by school districts.

Table 49

USE OF AN ABILITY/PERSONALITY TEST
IN SELECTION PROCEDURES

	Principal Responses		
		First	
Tests	Frequency	Appointment	Reappointment
Ability Test Used	16	12	4
Personality Test Used	0	0	0
No test administered	99	44	55

5. Academic Record

Difficulties in comparing grades, interpreting course content and knowing standards of universities limit usefulness of transcripts.

A majority (66%) of principals presented transcripts with their applications. However, districts made limited use of this information as shown in Table 18 of Chapter IV.

Table 50
USE OF ACADEMIC RECORDS
IN SELECTION PROCEDURES

	Principal Responses		
Academic		First	
Record	Frequency	Appointment	Reappointment
Made Available	83	51	32
Not Made Available	42	12	30
No Response	1		

6. Health Record

Good health, energy and stamina are desirable characteristics for principals noted in the literature. However, this criterion is not used due to legislated restrictions.

None of the school districts required a medical examination or presentation of a health record for the position of principal. A medical was required as a prerequisite to being employed

by a school board and the work record of employee was available if applicants were within the system. This may explain the fifty (40%) affirmative responses by principals.

Table 51
HEALTH RECORD MADE AVAILABLE
IN APPLICATION FOR CURRENT POSITION

	Principal Responses		
Health Record	Frequency	First Appointment	Reappointment
Available	50	25	25
Not made available	72	35	37
Not Required	4	0	0

7. The Interview in the Selection Process

One hundred and three principals (82%) reported being interviewed. Fifty-nine first appointments (93%) and forty-four reappointed principals (70%) were interviewed. Seventy-eight principals (62%) experienced a team interview (thirty-four or 54% first appointment; forty-four or 70% reappointed principals).

Eighty-four principals (67%) were interviewed individually (fifty-three or 84% first appointments and thirty-one or 49% of reappointed principals).

While interviews were purported to be a practice in selecting principals in all districts, there appeared to be no consistent application in treatment of all candidates: 17% of all candidates reported not being interviewed at all; 30% of reappointed principals were not interviewed.

Principals reported that team interviews were not conducted with all candidates, though all districts reported using team interviews as part of selection procedures.

Table 52
CHARACTERISTICS OF INTERVIEW AS PART OF SELECTION PROCEDURES

	Principal Responses		
		First	
Characteristics	Frequency	Appointment	Reappointment
Interview Conducted	103	59	44
No interview	21	2	19
Team Interview	78	34	44
Individual Interview	84	53	31

Table 53
PERSONNEL RESPONSIBLE FOR INTERVIEWING PRINCIPAL CANDIDATES

	Principal Responses		
		First	
Interviewers	Frequency	Appointment	Reappointment
Superintendent	36	20	16
Assistant Superintendent	48	33	15
Selection Committee	78	34	44
* Other	13	10	3

* Director (3), Community School Co-Ordinator (1), Area Superintendent (4), Associate Superintendent (4), Selection Administrative Personnel (1).

Table 54
COMPOSITION OF INTERVIEW COMMITTEE WITHIN THE SELECTION PROCEDURE

	Principal Responses		
Committee		First	
Composition	Frequency	Appointment	Reappointment
Assistant/Associate Superintendent	32	15	17
Personnel Officer	62	42	20
Supervisor	38	23	15
Consultant	18	15	3
Principal	35	29	6
Assistant Principal	4	2	2
Department Head	1	1	0
Grade Co-ordinator	1	0	1
Teacher	34	27	7
Counsellor	3	2	1
Parent	32	27	5
* Other	26	17	0

* Board Members (13); A.T.A. Representative (3); Superintendent (10)

8. Field Observations

Fifty-nine percent of school districts reported use of field checks as a selection procedure. Ninety-eight principals (78%) said no observation was conducted. Field observations may be used in special circumstances, however this was not stated by those interviewed.

Table 55
CHARACTERISTICS OF FIELD OBSERVATIONS REPORTED BY PRINCIPALS

	Principal Responses		
Characteristics	Frequency	First Appointment	Reappointment
Field Observation Conducted	17	11	6
No Observation	98	50	48
No Response	11	2	9
Superintendent observes	5	2	3
Assoc./Assistant Superintendent observes	14	9	5
Supervisor makes observation	5	4	1
Principal makes observation	10	7	3

Summary

Selection procedures experienced by principals varied from district to district.

Candidates became aware of positions through internal advertising. The interview was the most commonly experienced procedure reported by candidates in these selection processes. Many principals also completed application forms, presented academic records

and references. Health records were made available. A few wrote essays or were observed on-the-job. None wrote ability or personality tests. In all cases fewer reassigned principals answered affirmatively about different procedures although an equal number of principals were in the new appointment category.

D. Placements

To effect a good match between person and position several factors must be considered: situational factors, characteristics of staff in the situation and the individual's leadership style.

Characteristics of the placement for which principals were selected have been included in this section. The goals and objectives of schools, policies within the schools, principal's role and responsibilities and descriptions of the schools are included. Comparisons between first appointment and reappointed principals will be noted.

1. Goals and Objectives of Schools

Written goals and objectives facilitate preparation of a position guide. If goals and objectives are particular to a school then specifications relevant to that situation can be included in the position guide.

Table 56

GOALS AND OBJECTIVES OF SCHOOLS
IN EXISTING SELECTION PRACTICES

Goals and Objectives	Principal Responses		
	Frequency	First Appointment	Reappointment
In written form	88	51	37
No written status	37	12	25
No response	1		
Determined by Board Policy	34	22	12
Determined by Tradition	10	7	3
Determined by Principal and Staff Agreement	78	46	32
Principal Decides	28	15	13
* Other	6	4	2

* Principal committee within guidelines of Board policy
Principal and staff agreement with zone superintendent consultation (1)

Eighty-eight (70%) principals confirm that goals and objectives were in written form (thirty-seven or 58.7% reappointed principals and 51 or 80.9% first appointees).

How goals and objectives are determined impacts upon the role of principal. Whether the school district and consequently the school accommodate to the clients served and how decisions are made influence the principal's leadership style. Seventy-eight principals developed goals and objectives for their schools in co-operation with staff. Although twenty-eight principals said they have sole responsibility for setting goals and objectives, no school districts concurred. More principals in their first assignment (76% first appointees versus 51% reappointees) assert that goals and objectives

were written and determined within guidelines set by the board.

2. School Policies

School policies and the process by which they are determined may influence the personal and professional characteristics required of a principal.

School policies were in written form in most of the schools involved in the survey. However, seventy-three principals (58%) said school policies were determined by board policy. Sixty-seven percent of principals reported that principal and staff decide school policies in consultation. Thirty-eight principals (30%) said they determine school policies.

Table 57
SCHOOL POLICIES IN EXISTING SELECTION PRACTICES

	Principal Responses		
School Policies	Frequency	First Appointment	Reappointment
Written Form	106	55	51
Unwritten Form	15	6	9
No Response	5	2	3
Determined by Board Policy	73	43	30
Determined by Tradition	14	10	4
Determined by Principal and Staff	84	47	37
Principal Decides	38	22	16
* Other	5	3	2

* Principal decides in accordance with board policy (1).
Principal and staff decide within board policy (1).
Principal decides within guidelines set by a committee (1).

3. Role Description for Principals

Seventy-two principals (57%) said there was a written role description for the principal in the assigned school. Fifty-one (40.5%) claimed there was no written role description for the school to which they were assigned. Principals appeared to disagree with superintendents about the status of written role descriptions for their schools. In four of six districts a system role description existed, which may not be available in the school. There was agreement about how role descriptions were determined. Both principals (56%) and staffing personnel (57%) agreed that the role description was determined by board policy.

Table 58
ROLE DESCRIPTION FOR PRINCIPAL
IN EXISTING SELECTION PRACTICES

	Principal Responses		
Role Description	Frequency	First Appointment	Reappointment
Written Form	72	42	30
Unwritten Form	51	21	30
No Response	3	2	1
Determined by Board Policy	70	39	31
Determined by Tradition	13	9	4
Determined by Principal & Staff	13	8	5
Principal Decides	11	7	4
* Other	6	6	-

* Determined by Superintendent and committee (1).
Determined by Principal Association with approval by trustees (1).

4. Principals Select and Evaluate Staff

Principals with responsibility for selecting and evaluating teachers are seen to have stronger position power and hence greater influence with staff.

Table 59
PRINCIPALS AND TEACHER SELECTIONS

	Principal Responses		
Principal Selects	Frequency	First Appointment	Reappointment
Yes	84	44	40
No	30	13	17
No Response	12	6	6

Table 60
PRINCIPALS AND TEACHER EVALUATIONS

		Principal Responses	
Principal Evaluates	Frequency	First Appointment	Reappointment
Yes	119	59	60
No	4	3	1
No Response	3	1	2

Principals saw themselves as having the responsibility for selecting teachers (67%). In three districts, they were part of a selecting team. In two districts, they interviewed and made final decisions in selecting staff. Most principals (94%) saw themselves as being responsible for evaluating staff. Position power from this perspective was enhanced (See Table 31).

5. Leadership Style

School districts selected leadership most frequently as a requisite personal quality for principals. Leadership is recognized by writers in selection as a significant personal factor.

Forty-two principals reported that leadership was not assessed when they were selected as principals. Sixty-two principals (50%) reported leadership being assessed in interview situations and another seven claimed to have been tested for leadership. (The test used to asses leadership qualities has been identified as the Administrator Perceiver Interview). Forty principals reported that leadership was assessed by observation.

Although most school districts claimed to assess quality and style of leadership, 33% of principals were unaware of these assessments. Others reported subjective assessments.

Table 61
LEADERSHIP STYLE IN EXISTING SELECTION PRACTICES

	Principal Responses		
		First	
Leadership Style	Frequency	Appointment	Reappointment
Is Assessed	76	44	32
Is Not Assessed	42	14	28
No Response	8	5	3
Determined by Interview	62	37	25
Determined by Observation in Field	40	20	20
Determined by Testing	7	5	2

6. School and Staff Descriptions

Table 62 shows the distribution of appointments and types of schools to which principals were appointed. Most principals were appointed to elementary schools with combinations of grades one to six, early childhood services (K) and special education (S.E.). Eighty (63%) appointments occurred at this level. Eighteen (14%) appointments were made in elementary-junior high combinations (K-9 and S.E.). Eleven (9%) appointments for junior high schools were reported by principals. One appointment for a school with grade seven to twelve was reported. Four (3%) appointments occurred in high school settings.

Table 63 shows the number of full-time equivalent teachers (f.t.e.) that were under the principal's supervision. The majority of principals (53.6%) were appointed to schools containing six to fifteen f.t.e. Thirty-two (25%) principals were appointed to schools with six to ten f.t.e. and thirty-six (28.6%) principals were appointed to schools with eleven to fifteen f.t.e. Ninety-five percent of principals (120) were appointed to schools with thirty or fewer f.t.e. Slightly more (30% as compared to 25%) first appointments were made to schools with six to ten

teachers as compared with those appointed to schools with eleven to fifteen teachers. More reappointed principals (32% vs 20%) were appointed to schools with eleven of fifteen f.t.e. than to schools with six to ten f.t.e. Otherwise there was little difference between first and reappointed principals.

Table 62
SCHOOL DESCRIPTIONS
REPORTED BY APPOINTED PRINCIPALS

	Principal Responses		
		First	
Grades in School	Frequency	Appointment	Reappointment
K- 6	38	17	21
K- 6 + SE	31	18	13
1 - 6	11	4	7
K - 9	5	2	3
K - 9 + SE	13	5	8
7 - 9	8	4	4
7 - 9 + SE	3	3	
7 - 12	1	1	
10 - 12	4	3	1
* Other	12	6	6

* K-7 (3) 1-6 + S.E. (5)

Table 63
NUMBER OF TEACHERS IN SCHOOLS
OF APPOINTED PRINCIPALS

	Principal Responses		
		First	
No. of Teachers	Frequencies	Appointment	Reappointment
2 - 5	14	8	6
6 - 10	32	19	13
11 - 15	36	16	20
16 - 20	14	6	8
21 - 25	14	6	8
26 - 30	7	4	3
31 - 99	7	4	3
No Response	2		

Summary

Most new principals reported copies of goals and objectives available in the school. Seventy-six

percent said the goals and objectives were set by agreement between principal and staff within guidelines set by the board. Fifty-eight percent of reassigned principals said goals and objectives were available in written form and 51% set goals with their staff.

Most new principals had written school policies. Seventy-four percent determined these policies with staff within guidelines set by the board. Most reappointed principals had written school policies as well. Fifty-nine percent set policies with staff but few were influenced by board guidelines.

New principals (67%) said there was a system-wide role description for the principalship determined by the board. Reappointed principals (49%) said there was a district role description but an equal number claimed there was no role description for the principalship, school-based or system-based.

Most principals were responsible for teacher evaluations and a majority (70% first appointees, 63% reappointees) selected or participated in selecting teachers for staff.

Leadership style was assessed for 70% of new principals and 51% of reappointed principals. Assessments were often made through interview situations and field observation.

There was little difference between first

appointees and reappointees in the type of school or size of staff to which they were assigned. Appointments occurred most often in elementary schools. Staff size was usually six to fifteen.

E. Satisfaction with Selection Processes

On the whole, principals were quite satisfied with the selection process and the resulting placement. Considering scores of 3.0 or greater as quite satisfied and 2.0 or less as very dissatisfied, principals reported the following responses to the selection process.

1) One hundred and seven principals were quite to very satisfied with the selection process as a whole, while nineteen (15%) were somewhat to very dissatisfied.

2) One hundred principals were quite or very satisfied that the selection process indicated their ability to perform the job of a principal while twenty-four (19%) were somewhat dissatisfied.

3) One hundred and four principals were quite or very satisfied that the process matched their skills with those required in the situation, and twenty (16%) were somewhat or very dissatisfied.

4) Ninety-eight principals were quite or very satisfied that the process predicted their acceptance into the school. Twenty-four (19%) were somewhat or very dissatisfied.

5) Eighty-six (68%) principals were quite or very satisfied that the process indicated subsequent job satisfaction.

Thirty-six (28.6%) were somewhat or very dissatisfied.

Individual principals reported dissatisfactions with the "political" nature of appointments, lack of supervision of prospective administrators, lack of job descriptions, interview processes, lack of observations, and subjectivity of the process.

One principal, in commenting on improvements to the system, suggested that publishing rankings of selections and the criteria used in the selection would encourage accountability in the process. Another principal suggested frequent reviews of the process and instruments to maintain relevance and currency in selections.

Table 64
PRINCIPALS' SATISFACTION WITH SELECTION PROCESS
IN EXISTING SELECTION PRACTICES

1. Very Dissatisfied 2. Somewhat Dissatisfied 3. Quite Satisfied 4. Very Satisfied Mean

Principal Satisfaction	Responses
1. Overall Selection Process	3.2
2. Indicator of Ability as Principal	3.1
3. Match of Skills and Situation	3.1
4. Prediction of Acceptance	3.1
5. Indicator of Job Satisfaction	2.9

Summary

In this Chapter information about the selection processes in school districts as reported by principals was presented. The status of written policies, educational preparation, background of knowledge studied, administrative and teaching experience, rating of personal factors, age, sex and health factors of principals was examined.

Recruitment procedures and information about application forms, recommendations, ability tests, personality tests, academic record, health record, interviews and field observations were reported as part of selection procedures.

Goals and objectives of schools, school policies, role descriptions, selection and evaluation of staff, leadership style, school and staff descriptions were examined as part of placement procedures.

Principals' satisfaction with the process was included along with comments by individual principals.

Chapter VI presents conclusions, implications and recommendations.

VI. SUMMARY, CONCLUSIONS AND IMPLICATIONS FOR SELECTION PRACTICES, AND RECOMMENDATIONS FOR FUTURE RESEARCH

A. Summary of the Study

The purpose of this study was to describe the selection processes school districts use in identifying and placing school principals in urban districts in Alberta and the satisfaction superintendents and principals have with the process.

The study was confined to medium to large urban school districts in Alberta. Of the ten eligible school districts, seven responded to requests to interview appropriate personnel. The study design was based on earlier studies by Peach (1963) related to selection of principals and Tenove (1981) related to community health nurse selection.

A survey of related literature yielded selection criteria and procedures commonly used in educational administration. The questionnaire was developed from this information following guidelines from the study by Tenove (1981). The questionnaire was divided into five main parts: profile data, selection criteria, selection procedures, placement procedures and satisfaction with the process. The interview was designed to parallel this information.

The data were collected by interviewing the superintendent or designate in the seven school districts and mailing 180 questionnaires to eligible principals. The interviews were begun in July 1983 and completed by September 1, 1983. Questionnaires were mailed in batches beginning September 30, 1983 and the last batch was collected by May 30, 1984 with a return rate of 71%.

The interviews were reviewed and analyzed individually. Comparisons of practices reported by superintendents were made to recommendations in the literature. The information from questionnaires was transferred to data cards and processed by computer. Descriptive statistics were used to examine the data for frequencies and relative frequencies. The data were rerun to compare initial appointments and reappointments and discrepancies were noted.

To examine differences in perception of the process a comparison between superintendents' and principals' ranking of criteria, personal factors and satisfaction with the process was conducted. Some comparisons between practice and the literature, between newly appointed and reappointed principals and between superintendents or designates and principals were noted.

B. Conclusions and Implications for Selection Practices

Criteria and procedures in the selection processes of the surveyed school districts vary from district to district. While there may be similarities in the criteria or procedures from one district to another, each district has its own unique combination of criteria and procedures for selecting a principal.

No two processes were identical. Some districts have a more formalized and extensive system of procedures and criteria. The process that has evolved or been established in the district seems not to be necessarily dependent on the size of the district. One district with fewer schools had a very formalized system for selecting principals while another district of similar size had a more casual system.

Processes in larger districts tended to be more formalized simply because in larger systems the selectors couldn't be expected to know the applicants. Consequently a more extensive, formal process had to be developed to gather information to recruit, identify and place candidates. However, characteristics within the processes varied from one district to another.

The processes in all the districts in this survey seemed to reflect a philosophy or set of beliefs about what a principal is and how to select a principal. Whether that underlying value system was influenced by the board, the superintendent, the head of the

department of personnel or a combination of all three could not be determined within the confines of this study. Determining the origin of the philosophy isn't important or necessary. However, it would be very interesting and valuable information to those conducting the selections and to those being selected to be cognizant of this underlying philosophy. This philosophy was sometimes verbalized, but only one district has attempted to set it down and publish it as a public document.

Because processes differed one from another, the following conclusions and implications cannot be generalized to all districts.

1. Written selection policies were evident and available to applicants and selectors in most school districts surveyed. However, many reassigned principals stated that policies were not available. This may indicate the extent to which their experience in being transferred differed from that of those newly appointed. They question which criteria and procedures were applied to them.

School districts had one written selection policy for both newly appointed and reappointed principals. Although school districts claim to

use similar criteria and procedures in reassigning principals, transfer procedures appear to differ. There may be a semantic difference. Personnel officers may have different processes than reported with regard to reassignment or transfer. Several principals responding to the questionnaire suggested that the study should be replicated for principals who had been transferred or that the questions were not applicable to their situation as they had been transferred without requesting a change.

Inconsistencies in application of stated policies are reported by principals. This results in dissatisfactions and charges of "political" appointments or favoritism within some systems.

An implication to be drawn from this is that selection policies should be established and clarified to reflect processes employed for imposed transfers, requested transfers and initial appointments.

The selection policies made no differentiation as to personal or professional qualifications or characteristics required of principals for different levels, types or sizes of schools. In most districts community and staff characteristics were not investigated. This may reflect a philosophy that the office of principal holds common administrative functions and service

functions in all schools within a district. While this may be true, there are great variations among schools and the selection policy should take this into consideration.

If one policy is to be applied to the whole district then exceptions have to be made for specific situations or policies will have to be rewritten to reflect the needs of different situations. It would seem more reasonable to set a policy that has enough flexibility to accommodate different situations than to have a general standard policy that does not serve anyone's needs or that is not useful to those for whom it is intended.

The selection policies described here seldom reflect preferences stated by personnel officers and qualifications reported by principals. The requirements stated are minimal and are general in nature. The specifics of positions are not outlined yet most personnel officers report taking some characteristics into consideration in appointing candidates to positions. In accepting an appointment, candidates have little background information other than level of the school and type of program offered to determine whether they wish to accept that position.

None of the districts claimed to use written

position guides to identify particulars of a position. The literature suggests that realistic job previews assist personnel directors in seeking appropriate candidates and facilitate prospective candidates' decisions about whether they are willing to commit themselves to the responsibilities of a particular position. (Wanous, 1980). Steers (1981:143) advocates this practice to enhance job satisfaction and foster more realistic job expectations. He claims that this results in more objectivity and openness in applicants and selectors and no reduction in available applicants.

While it is time-consuming and there are cost factors to consider in preparing written position guides, there is value in doing the research necessary to develop position guides.

Informed decisions can be made in placing individuals in positions when appropriate information about the position is available. In what type of community is the school located? What age of students attend the school? What type of programs are needed in the school for these children? What are the capabilities, strengths and weaknesses of the staff Do they need an educational leader, a plant manager, a facilitator, or a director Are the teachers an

experienced group which needs little guidance? Have they been together long enough to be a unit or do they need leadership to create that cohesiveness? Do they function well together or will the principal have to work on group relations?

These questions need to be taken into consideration in appointing a new administrator to the school.

A school may need an experienced administrator or it could be a situation where an inexperienced or relatively untried principal could gain the experiences needed to become effective. This can be determined by the situation.

Taking these factors into consideration, it would enhance the selection process to incorporate the practice of using written position guides in making placements.

2. The primary form of recruitment practiced in the surveyed school districts was internal advertising and self-identification. School districts developed a pool of candidates and retained a list of candidates from year to year.

Used as the sole means to identify candidates, the literature suggests,

self-selection has limitations. Confining applications primarily to those already in the system is considered restrictive. Recommended procedures include establishing a systematic recruitment policy; seeking out candidates through advertising, utilizing professional contacts and referrals by peers or supervisors; and developing a pool of candidates to promote high standards and the finest calibre of candidates. The majority of surveyed school districts did not adhere to the first two practices.

While this may appear to be a detriment to selection practices, personnel officers noted some advantages to restricting recruitment procedures. Candidates who are familiar with the school system (its goals, policies and curriculum preferences) make fewer adjustments in assuming the responsibilities of a principalship. Supervision during the probationary period may consequently take less time. School districts can access information about candidates more readily and may be familiar with skills and abilities of candidates. Such prior knowledge may reduce the amount of investigation required. In large systems the supply of applicants is more than adequate. These factors may reduce costs in the selection process while maintaining reasonable

standards and quality of personnel selected. Considering the satisfaction of staffing personnel with selections and principals with placements there seems little likelihood of a change in recruitment procedures nor does there seem to be an urgent need to suggest a change.

3. Selection criteria of the school districts comprised personal factors, experience, training, scholastic achievement and sometimes intelligence. One district considered health factors.

Districts stated minimum requirements for selection criteria within selection policies, but preferences and availability of well-prepared, experienced candidates resulted in selections of principals with qualifications well beyond minimum requirements.

A composite description of new principals revealed males, age thirty-one to forty-five, with some graduate study in educational administration. They were presently employed with the appointing board, had ten years teaching experience and five years experience as an assistant principal. After continuing graduate studies and serving five years in a principalship they were transferred to another school in the district. Most often, appointments occurred in small to medium-size elementary schools.

In making selection decisions, superintendents and designates placed most importance on personal factors, experience and professional training as selection criteria. Selection criteria employed do not reflect the skills required of the principal as educational leader and plant manager as presented in Chapter II. See pages 49 and 50 for suggestions of selection criteria to apply to selection.

A clear statement of the role of the principal, which includes the skills required as well as the responsibilities to be assumed, will facilitate the selection. A position guide relevant to a particular position would also facilitate the decision-making.

While age and sex were not considered as criteria in these selection processes, a majority of males aged thirty-one to forty-five were chosen. These appear to be factors in selecting candidates.

Sixteen percent of successful applicants were female. School districts claimed fewer women apply for principalships. In the districts interviewed all the superintendents and assistant superintendents who head personnel departments were male.

Eighty-seven percent of all successful candidates range in age from thirty-one to fifty. Self-selection could contribute to a lack of choice in the outer ranges as the ages of all applicants were unknown. There may simply have been proportionately more male applicants in the thirty-one to forty-five year age range. Tradition may influence age as a factor in selection or an unspoken preference determined the tendency for selections to cluster in the mid-range.

Implications:

Women are more likely to seek or be ready to seek a position of leadership after 40. This age preference noted in the principal responses lessens the likelihood of women seeking appointment to be appointed. There are fewer years to compete for positions and few female mentors to act as guides.

4. Interviews, probationary periods, references and application forms were the most frequently employed procedures in these school districts. Ability tests and physical examinations were not used in these selection procedures. Field checks and academic transcripts were sometimes employed.

Procedures described in assessment centres

appear to be more likely to assess skill requirements for the principalship and should be established as a means of collecting information about candidates. Personal relations skills and communications skills are revealed in interview situations in the systems described. Application forms and recommendations reveal background information of experience and training, but not aptitudes and abilities.

School districts claimed to use similar criteria and procedures within the process for selecting new principals and reassigned principals. Many principals reported discrepancies between the process as stated and the process they experienced.

Newly assigned principals were usually interviewed and completed application forms for screening. Submitted recommendations were checked. They were not tested and even though transcripts were made available these were usually not rated for academic standing. Consistent application of procedures within these districts was not found.

A principal's work record was the most important consideration in reappointment. Fewer were interviewed or completed application forms than in the newly appointed group. Fewer provided

recommendations or transcripts. None were tested. The selection committee's knowledge of a principal's proven ability appeared to influence selections in reassigning principals.

There are differences in experience and abilities for an individual who has never been a principal and a person seeking a different appointment. If the person has been employed in the district, knowledge of capabilities is available from colleagues, supervisors and those in the school setting. Information necessary for making the decision about a different placement can be accessed from these sources and from the candidate. A decision can be made by comparing the individual's qualities and qualifications with those identified in the position guide.

If a person has not been employed in the system or has never been a principal, then a procedure similar to those used in assessment centers can be developed. See Chapter II, page 50. There is a need to develop reliable, valid, relevant, inexpensive, easily administered instruments for selecting principals.

5. School districts made placements on the basis of matching a recommended list of candidates with the available positions . Matches were generally

based on area, assistant or associate superintendent's knowledge of the schools and the principal-elect's background of experience.

In making placements, there is a need to assess the existing group, the organization and the technology in the situation. Elementary schools emphasize concern for people over concern for achieving organizational goals. In secondary schools, organizational goals take precedence, but concern for morale of students and staff is important. According to the literature structure of the job situation, leadership style and followership style should be matched when selecting and placing a principal in a school. Most school districts surveyed gave little attention to these considerations.

Staff and community were seldom consulted about their needs and expectations. Goals and objectives and school policies based on system guidelines were usually available in the school. However, schools differ. One policy or set of goals and objectives for the system will not necessarily reflect the needs of a particular school.

A system-based role description for the position of principal was available in most districts. But the role of the principal differs

in different schools. A role description written for the system rather than a particular position or situation may create role conflict and ambiguity for the person who is expected to interpret those guidelines within a particular situation.

Policies that contain general role descriptions can only be expected to select principals with general skills and abilities. When selecting a person for a specific situation, the role description should be specific so the skills and abilities of the person can be matched to the skills and abilities required in the situation.

Compilation of information from staff and community, school goals, objectives, policies and a school-based role description for the principalship could provide valuable data to ascertain the leadership style, experience and qualifications most appropriate in a situation.

Assessment of leadership style in the study appeared to occur in a haphazard manner, frequently depending on subjective observation. Considering the importance school districts place upon leadership, a more rigorous assessment of this quality might be expected. Principals and school districts indicated that in these districts

this did not occur.

Principals concurred with school district representatives that goals and objectives, school policies and role descriptions in these districts were system-based. New principals appeared to be more aware of and influenced by system guidelines and appeared to consult more often with their teachers when making decisions about goals, objectives and school policies, than was true of the reappointed principal group.

Reappointed principals often did not have written goals and objectives in the school and were unaware of the system role description for principals. New principals and reappointed principals were responsible for evaluating staff and usually shared responsibility with staffing for selecting school staff.

Examination of these characteristics indicates that the office of principal did not incorporate great authority. The principal's position as leader must be derived from other sources of influence. Considering these disadvantages, great care in placing an individual to assure acceptance and co-operation seems indicated.

6. Superintendents and their designates were satisfied with the selection process on the whole.

Two districts were in the process of reviewing and reorganizing the process to update procedures and criteria. More objective procedures were planned in one district and the criteria were being reviewed to reflect the system philosophy of appointing religious leaders in the other district.

At present, these districts were satisfied with the principals being selected. Other districts also reported satisfaction with selected principals and their ability to perform successfully as administrators. They believed their principals were satisfied in their positions.

Dissatisfactions were related to specifics within the process. One assistant superintendent expressed some frustration with the board making final selections. Board choices might counter selections of the superintendent or the selection committee. Another assistant superintendent had some reservations about placements. He said that some administrators experienced unexpected frustrations and some disillusionment in the assigned schools. However, little change in selection processes can be expected as school districts were generally satisfied with the process employed.

Most principals indicated satisfaction with the selection process and have few suggestions for

change. As one principal stated, "I was selected, wasn't I." The majority felt satisfied with the match of skills to the situation, with their ability to fulfill the role of principal and with their acceptance in the school. Job satisfaction rated somewhat lower.

Some principals questioned how criteria were applied and criticized the political nature of appointments. One principal suggested that the list of selections be published with criteria to encourage accountability and application of the merit principle in making selections. This suggestion has interesting possiblities and it would be useful for districts to consider introducing this practice. Not only would it introduce some accountability to the system being used, but it might help to establish some perspective and serve as a means of self-evaluation. How well are districts applying the system that has been developed

Continuous evaluation of the process is recommended to assess whether criteria employed are relevant to current role requirements in selecting principals. The procedures employed should be related to the established criteria.

An external evaluation by a university or the Department of Education would permit more

objective assessment of the selection process within a particular district.

Implication:

It may take time and may seem to be a great effort to conduct an extensive investigation when appointing a principal. In the long run the investment will be worthwhile. With appropriate leadership the schools will achieve the goals intended by the district; the teachers can perform as professionals attending to the education of children; and most importantly, children can learn what is expected of them and what they need to know.

C. Recommendations for Future Research

1. This study represents a descriptive report of selection processes used in appointing principals in urban districts in Alberta. A companion study exploring selection processes used in appointing principals in rural divisions should be conducted to provide a more complete picture of selection practices in Alberta. Insights into similarities or differences in practices in rural vs urban areas may become apparent. Different procedures and criteria may be identified as important in rural areas and different problem areas may be disclosed.

2. As another approach to an indepth descriptive study of the selection process within one district one could conduct a survey of all applicants prior to and following selection announcements. A questionnaire could be administered to all applicants prior to examining selection criteria. Administrative personnel who make selections could be interviewed about the process. Then appointees and non-appointees could be compared to discover how selection criteria and procedures were applied to note variances and discrepancies and to examine satisfaction with the process.

3. In this study new appointments and reappointments to principalships were questioned about criteria and procedures they experienced. Some differences were noted in application of criteria and procedures. A study of first appointees to administration in rural or urban areas might lead to some interesting discoveries. The same criteria may not be applied to assistant principals or new principals. A questionnaire for or interview with superintendents or designates and a follow-up questionnaire for appointees may point up similarities or differences in application of and perception of the selection process.

4. Little research has been conducted or reported in the literature regarding placement procedures used in selecting prospective principals from a pool of candidates and appointing them to particular situations. Suggestions in the literature are that examinations of "followership style" or measures of group acceptance and determination of situational factors should be assessed and used in making placements. To avoid potential dissatisfaction experienced by staff in adjusting to a new leader or stress experienced by an administrator instituting change or great changeovers in staff because of conflicts in educational philosophy and teaching strategies, some account must be taken of placement decisions. What measurable, valid criteria can be applied? What procedures will predict successful placements? Research in this area would further refine the selection process.

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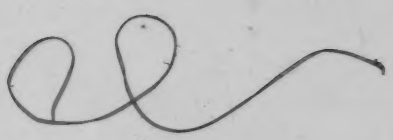
Appendix A



University of Alberta

Department of Education

Interview for Superintendent

Department of Education

Interview for Superintendent

GENERAL INFORMATION

Number of new appointees: 80-81 _____ 81-82 _____
82-83 _____

Number of reassignments: 80-81 _____ 81-82 _____
82-83 _____

Number of principals terminating designations in: 82-83 _____

x x x x x x x x x x x x x

1. Do you have a policy and/or written guidelines governing the selection of persons for principalships?

_____

_____

_____

_____

To whom are these communicated:

_____

_____

_____

2. Do you have a written role description for the position of principal?

_____

_____

_____

_____

To whom are these available?

_____

_____

_____

SELECTION CRITERIA

Qualities or Characteristics of Individual

In some districts the School Board will set a certain level of achievement, aptitude, standard, etc. which must be met for certain criteria used. In other districts, no minimum levels are set, but the Superintendent will prefer that candidates have certain qualifications. This section is seeking to determine what qualifications are required by Board policies and what qualifications are preferred by the Superintendent in the absence of Board requirements or in addition to the minimum Board requirements.

1. Age: _____

   Policy Specifications _____

   _____

   _____

   Limits _____

   _____

   What age range do you prefer candidates to fall within? _____

   _____

2. Sex: _____

   Policy Specifications _____

   _____

   _____

   Under what conditions do you prefer to appoint a male or a female as school principal? _____

   _____

   _____

3. Experience:

   Policy Specifications re: teaching experience ___

   _____

   re: administrative experience _____

   _____

   Required minimum _____

   _____

   Preferred minimum _____

   _____

   What type of experience do you prefer? _____

   _____

4. Education Preparation:
Policy specifications re: minimum education required _____

_____

Preferred level of education for initial appointment _____

_____

What educational background or specialization do you require? _____

_____

prefer? _____

_____

5. Scholarship:
Policy specifications/requirements re: scholastic achievement? _____

_____

_____

your preference? _____

_____

6. Intelligence:
Policy specifications/requirements re: I.Q. _____

_____

how measured? _____

preference? _____

7. Knowledge:
Of subject matter field/admin. educational theory and practice - required? _____

_____

_____

how measured ? _____

_____

Which do you prefer:
Knowledge of subject matter _____
Knowledge of educational theory and practice _____

_____

Knowledge of administrative theory and practice _

PERSONAL FACTORS

Ability to get along with people.
Leadership.
Organizing and executive ability.
Tact and diplomacy.
Good judgement and common sense.
Active participation in professional organizations.
Interest in, and liking for, children.
Ability to teach.
Appearance.
Pose and emotional stability.
Good health.
Interest in community affairs.
Sense of humor.
Initiative and willingness to work.
Ability to communicate.
Tolerance.
Empathy.
Energy and Stamina.
Responsibility and accountability.
Flexibility.
Maturity.
Determination/Perseverance.
Ambition.
Commitment to the profession.

8. Personal Factors
Here is a potential list of personal qualities.
Which do you consider:
essential _____
unnecessary _____
missing _____
How do you measure these qualities? _____
_____
_____
_____

9. Which criteria do you consider to be of greatest importance when selecting principals? _____
_____
_____

SELECTION PROCEDURES

1. How do you identify possible candidates for selection:
Describe procedures _____
_____
_____
Who makes identifications? _____
_____
When? _____
List suitable candidates retained? _____
_____
_____

2. Are applications from outside the district considered? _____
_____
How solicited? _____

3. Qualifications:

Who determines _____

_____

System-wide/individual school basis _____

_____

Qualifications analyzed in terms of _____

_____

_____

4. Describe the procedures a candidate must follow in applying for the position:

Application form _____

Resumes/Curriculum Vitae _____

Essay question - Topic _____

Interviews? _____

What type? _____

Who? _____

Rating form? Copy _____

Transcript - assessment _____

Physical examination _____

Individual tests - personality _____

Mental Ability _____

Knowledge _____

Copy _____

Recommendations and References _____

Required _____

Preferred _____

From whom _____

Standard format _____

Copy _____

How obtained? _____

Phone _____

Letter _____

Is there an appraisal program for review and evaluation of an employee's job performance and potential for selection to principalship? _____

_____

_____

Who does it? _____

_____

How _____

_____

Internship/Probationary Period - Describe _____

_____

_____

_____

PLACEMENT PROCEDURES

The final step in the selection process is placement of the individual in the position she/he has been selected to occupy. Placement means the process by which the compatibility of the applicant and the specific position are determined.

1. Leadership style _____

_____

How measured? _____

_____

Copy of test? _____

2. Who is consulted/surveyed re: leadership style _____

_____

Required? _____

_____

How _____

_____

3. Is role description of principal for school written? _____

_____

How determined? _____

_____

Selecting teachers _____

Evaluating teachers _____

Determine policy _____

Setting goals and objectives _____

4. Which procedures do you consider to be of the greatest relevance when selecting principals?

_____

Application forms _____

Interviews _____

Academic transcripts _____

Individual tests _____

References/Recommendations _____

Field Checks _____

Probationary Period _____

A. The criteria used in the selection of principals for initial appointment have been incorporated into the preceding questions. These criteria may be applied differently when reassigning a principal previously appointed in the district. Which criteria do you consider to be of most importance when you select personnel for reassignment to principalships?

Age _____ Personal Factors _____

Sex _____ Health Factors _____

Experience _____ Breadth of Knowledge _____

Educational Scholastic ability _____

Background _____ Intelligence _____

Are other criteria considered? _____

_____

B. The procedure followed in selecting principals for initial appointment have been incorporated into the preceding questions. Different procedures may be applied when reassigning a principal previously appointed in the district. Describe:

_____

_____

_____

Application _____

Resume _____

Interviews _____

Transcripts _____

Physical Examination _____

Individual Testing _____

Essay _____

Recommendations _____

References _____

Field Checks _____

Are other procedures followed? _____

_____

_____

C. The procedures followed in placing principals in positions have been incorporated in preceding questions. Different procedures may be applied when reassigning a principal. Please describe:

_____

_____

_____

SATISFACTION

1. To what degree are you satisfied with your present selection process? _____

_____

_____

2. To what degree are you satisfied that the information gathered in the the selection process has been an accurate indicator of subsequent job performance? _____

_____

3. To what degree are you satisfied that the information gained in the selection process has been an accurate indicator of subsequent job satisfaction? _____

_____

4. To what degree are you satisfied that the information gathered in the selection has been an accurate indicator of compatibility of the skills and abilities of the candidate with those required in the situation? _____

_____

_____

5. To what degree are you satisfied that the information gathered in the selection process has been an accurate indicator of subsequent successful incorporation into the school setting; system? _____

_____

_____

6. To what degree . . . subsequent employee longevity into the position of principal. _____

_____

_____

_____

COMMENTS/REACTIONS?

_____

_____

_____

_____

_____

_____

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

June 22, 1983

I would like to call to your attention a planned research study of the selection practices, followed by the larger Alberta urban school districts, in appointing principals. Esther Oaks, an M.Ed. student in the Department of Educational Administration, University of Alberta, will be contacting you soon about the participation of your district.

The planned procedure is one of interviewing a central office person knowledgeable about the district's selection policies, practices and procedures, in order to develop a rich description of Alberta procedures. It is planned to follow-up the interview with a brief questionnaire addressed to principals appointed -- on an initial appointment or re-assignment basis -- during the past three years.

May I urge you to seriously consider agreeing to the participation of your district in this study?

Yours truly,

C.S. Bumbarger
Chairman

University of Alberta

Department of Education

Interview for Superintendent

Department of Education

Interview for Superintendent

GENERAL INFORMATION

Number of new appointees: 80-81 _____ 81-82 _____
82-83 _____

Number of reassignments: 80-81 _____ 81-82 _____
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Number of principals terminating designations in: 82-83 _____

* * * * * * * * * * * * * *

1. Do you have a policy and/or written guidelines governing the selection of persons for principalships?

_____

_____

_____

_____

To whom are these communicated:

_____

_____

_____

2. Do you have a written role description for the position of principal?

_____

_____

_____

_____

To whom are these available?

_____

_____

_____

SELECTION CRITERIA

Qualities or Characteristics of Individual --

In some districts the School Board will set a certain level of achievement, aptitude, standard, etc. which must be met for certain criteria used. In other districts, no minimum levels are set, but the Superintendent will prefer that candidates have certain qualifications. This section is seeking to determine what qualifications are required by Board policies and what qualifications are preferred by the Superintendent in the absence of Board requirements or in addition to the minimum Board requirements.

1. Age: _____

   Policy Specifications _____

   _____

   _____

   Limits _____

   _____

   What age range do you prefer candidates to fall within? _____

   _____

2. Sex: _____

   Policy Specifications _____

   _____

   _____

   Under what conditions do you prefer to appoint a male or a female as school principal? _____

   _____

   _____

3. Experience:

   Policy Specifications re: teaching experience ___

   _____

   re: administrative experience _____

   _____

   Required minimum _____

   _____

   Preferred minimum _____

   _____

   What type of experience do you prefer? _____

   _____

4. Education Preparation:

Policy specifications re: minimum education required _____

_____

Preferred level of education for initial appointment _____

_____

What educational background or specialization do you require? _____

_____

prefer? _____

_____

5. Scholarship:

Policy specifications/requirements re: scholastic achievement? _____

_____

_____

your preference? _____

_____

6. Intelligence:

Policy specifications/requirements re: I.Q. _____

_____

how measured? _____

preference? _____

7. Knowledge:

Of subject matter field/admin. educational theory and practice - required? _____

_____

_____

how measured ? _____

_____

Which do you prefer:

Knowledge of subject matter _____

Knowledge of educational theory and practice _____

_____

Knowledge of administrative theory and practice _

_____

PERSONAL FACTORS

Ability to get along with people.
Leadership.
Organizing and executive ability.
Tact and diplomacy.
Good judgement and common sense.
Active participation in professional organizations.
Interest in, and liking for, children.
Ability to teach.
Appearance.
Pose and emotional stability.
Good health.
Interest in community affairs.
Sense of humor.
Initiative and willingness to work.
Ability to communicate.
Tolerance.
Empathy.
Energy and Stamina.
Responsibility and accountability.
Flexibility.
Maturity.
Determination/Perseverance.
Ambition.
Commitment to the profession.

8. Personal Factors

Here is a potential list of personal qualities. Which do you consider:

essential _____

unnecessary _____

missing _____

How do you measure these qualities? _____

_____

_____

_____

SELECTION PROCEDURES

1. How do you identify possible candidates for selection:

Describe procedures _____

_____

_____

Who makes identifications? _____

_____

When? _____

List suitable candidates retained? _____

_____

_____

2. Are applications from outside the district considered? _____

_____

How solicited? _____

3. Qualifications:

Who determines _____

_____

System-wide/individual school basis _____

_____

Qualifications analyzed in terms of _____

_____

_____

4. Describe the procedures a candidate must follow in applying for the position:

Application form _____

Resumes/Curriculum Vitae _____

Essay question - Topic _____

Interviews? _____

What type? _____

Who? _____

Rating form? Copy _____

Transcript - assessment _____

Physical examination _____

Individual tests - personality _____

Mental Ability _____

Knowledge _____

Copy _____

Recommendations and References _____

Required _____

Preferred _____

From whom _____

Standard format _____

Copy _____

How obtained? _____

Phone _____

Letter _____

Is there an appraisal program for review and evaluation of an employee's job performance and potential for selection to principalship? _____

_____

_____

Who does it? _____

_____

How _____

_____

Internship/Probationary Period - Describe _____

_____

_____

_____

PLACEMENT PROCEDURES

The final step in the selection process is placement of the individual in the position she/he has been selected to occupy. Placement means the process by which the compatibility of the applicant and the specific position are determined.

1. Leadership style _____

_____

How measured? _____

_____

Copy of test? _____

2. Who is consulted/surveyed re: leadership style __

_____

Required? _____

_____

How _____

_____

3. Is role description of principal for school written? _____

_____

How determined? _____

_____

Selecting teachers _____

Evaluating teachers _____

Determine policy _____

Setting goals and objectives _____

4. Which procedures do you consider to be of the greatest relevance when selecting principals?

_____

Application forms _____

Interviews _____

Academic transcripts _____

Individual tests _____

References _____

Field Checks _____

A. The criteria used in the selection of principals for initial appointment have been incorporated into the preceding questions. These criteria may be applied differently when reassigning a principal previously appointed in the district. Which criteria do you consider to be of most importance when you select personnel for reassignment to principalships?

Age _____ Personal Factors _____

Sex _____ Health Factors _____

Experience _____ Breadth of Knowledge _____

Educational Background _____ Scholastic ability _____

Intelligence _____

Are other criteria considered? _____

_____

B. The procedure followed in selecting principals for initial appointment have been incorporated into the preceding questions. Different procedures may be applied when reassigning a principal previously appointed in the district. Describe:

_____

_____

_____

Application _____

Resume _____

Interviews _____

Transcripts _____

Physical Examination _____

Individual Testing _____

Essay _____

Recommendations _____

References _____

Field Checks _____

Are other procedures followed? _____

_____

_____

C. The procedures followed in placing principals in positions have been incorporated in preceding questions. Different procedures may be applied when reassigning a principal. Please describe:

_____

_____

_____

SATISFACTION

1. To what degree are you satisfied with your present selection process? _____

_____

_____

2. To what degree are you satisfied that the information gathered in the the selection process has been an accurate indicator of subsequent job performance? _____

_____

3. To what degree are you satisfied that the information gained in the selection process has been an accurate indicator of subsequent job satisfaction? _____

_____

4. To what degree are you satisfied that the information gathered in the selection has been an accurate indicator of compatibility of the skills and abilities of the candidate with those required in the situation? _____

_____

_____

5. To what degree are you satisfied that the information gathered in the selection process has been an accurate indicator of subsequent successful incorporation into the school setting; system? _____

_____

_____

6. To what degree . . . subsequent employee longevity into the position of principal. _____

_____

_____

_____

COMMENTS/REACTIONS?

_____

_____

_____

_____

_____

_____

Mrs. E. Oaks
10748 – 67 St.
EDMONTON, Alberta
August 19, 1983

Thank you for participating in the interview Tuesday. Your co-operation was greatly appreciated. I found the exchange stimulating and enlightening.

As I mentioned to you the second phase of the study is to survey recently appointed principals in an attempt to discover their perceptions of the selection process and their satisfaction with their appointment. Your assistance is requested in providing a list of names, school addresses, and the effective date of the appointment of those individuals in your organization who have been appointed or reassigned to principalships since September 1, 1980. A questionnaire will be forwarded to these individuals. Thank you for your attention to this matter.

Yours truly,

Mrs. E. Oaks

Appendix B

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

Mrs. E. Oaks
10748 - 67 Street
Edmonton, Alberta
T6A 2S2
August 25, 1983

Dear Principal

The enclosed questionnaire has been compiled to collect data for a research study which I am conducting in the Department of Educational Administration at the University of Alberta. Dr. C. Bumbarger is my advisor.

The questionnaire is designed to survey current practises in the procedure followed and the criteria used in appointing principals to their present position. It also examines your satisfaction with the selection process. You are one of a group of principals in Alberta appointed or reassigned to a principalship within the past three years who have been selected as eligible to participate in the study. I earnestly solicit your participation. Estimates of time required to complete the questionnaire have ranged from 15 to 30 minutes.

All responses will be held in strict confidence and neither you nor your school district will be identified in the thesis. The number assigned the questionnaire is for the purpose of gauging returns only. It would be greatly appreciated if you could return the completed questionnaire in the supplied envelope within a week of its receipt.

Thank you for your assistance.

Yours truly,

Esther Oaks

E. Oaks

Encls.

ID #S-A

University of Alberta

Faculty of Education

Department of Educational Administration

PROCEDURES AND CRITERIA FOR SELECTING PRINCIPALS

Survey of Principals

All responses will remain totally confidential.
Any information which is made available on the basis of this study will be presented in a form which will ensure confidentiality and anonymity.

You have been selected as a recently appointed or reassigned principal. It is very important for the purposes of this study that you respond to all items as fully and accurately as possible.

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE WITHIN ONE WEEK OF ITS RECEIPT. YOUR CO-OPERATION IS GREATLY APPRECIATED.

For Office Use 19

Card One 1- 4

Part I: General Information

5-18 | 1 Grades under your supervision. Circle those applicable

1 2 3 4 5 6 7 8 9 10 11 12

Early Childhood Services

Special Education

19-20 | 2 _____ Number of full-time teachers in the school

Part II: Selection Criteria

In the questions that follow, the criteria applied to the selection process will be explored. Candidates for principalships may be required to meet certain qualifications according to policies established by the Board or the superintendent.

Personal Information

21 | 3 Please indicate your age at the time your present appointment began.

1 _____ under 25 years
2 _____ 26-30 years
3 _____ 31-35 years
4 _____ 36-40 years
5 _____ 41-45 years
6 _____ 46-50 years
7 _____ 51-55 years
8 _____ over 55 years

22 | 4 Please indicate your sex.

1 _____ Female 2 _____ Male

Training

23 | 5 Please indicate the level of university training you had achieved at the time of your initial appointment to a principalship.

1 _____ B.Ed
2 _____ B.A.
3 _____ B.Sc.
4 _____ Diploma
5 _____ M.Ed.
6 _____ M.A.
7 _____ M.Sc.
8 _____ Ed.D./Ph.D.
9 _____ Other, please specify _____

24 | 6 If you have been reassigned, indicate the level of university training at the time of your current appointment.

1 _____ B.Ed
2 _____ B.A.
3 _____ B.Sc.
4 _____ Diploma
5 _____ M.Ed.
6 _____ M.A.
7 _____ M.Sc.
8 _____ Ed.D./Ph.D.
9 _____ Other, please specify _____

25-28 | 7 Please check those areas in which you had studied at the time of your current

appointment

1 _____ Educational Administration
2 _____ Curriculum and Instruction
3 _____ Program Evaluation
4 _____ Supervision of personnel

Experience

8 Number of years of teaching experience

29-30 1 _____ Grades 1-6
31-32 2 _____ Grades 7-9
33-34 3 _____ Grades 10-12
35-36 4 _____ Early Childhood Services
37-38 5 _____ Special Education

39-40 9 _____ Years of teaching experience with your present school board prior to your current appointment

41-42 10 Years of administrative experience prior to your current appointment
43-44 _____ with your present school board
_____ with other school boards

45-53 11 Position held immediately prior to your current appointment

1 _____ classroom teacher
2 _____ counsellor
3 _____ librarian
4 _____ department head
5 _____ asst/vice principal
6 _____ principal
7 _____ consultant
8 _____ supervisor
9 _____ Other please specify

_____

Scholastic Achievement

54 12 Yes(1)_____No(2)_____ A transcript of your academic record was made available to the personnel director when applying for this position

13 If you were awarded any academic medals scholarships or fellowships prior to your appointment, please specify the nature of the award(s)

_____

_____

Health Factors

55 14 Yes(1)_____No(2)_____ A report of your physical examination was made available to the personnel director

Personal Factors

15 In your opinion how influential were the factors listed below in assisting you achieve your appointment to an administrative position Use the following scale

1) No influence
2) Little influence
3) Some influence
4) Great influence

56	1	1	2	3	4	Ability to get along with people
57	2	1	2	3	4	Leadership
58	3	1	2	3	4	Organization and executive ability
59	4	1	2	3	4	Tact and diplomacy
60	5	1	2	3	4	Good judgment and common sense
61	6	1	2	3	4	Character
62	7	1	2	3	4	Poise and emotional stability
63	8	1	2	3	4	Initiative and willingness to work
64	9	1	2	3	4	Sense of humor
65	10	1	2	3	4	Good health
66	11	1	2	3	4	Appearance
67	12	1	2	3	4	Ability to communicate
68	13	1	2	3	4	Ability to teach
69	14	1	2	3	4	Interest in, and liking for, children
70	15	1	2	3	4	Interest in community affairs
71	16	1	2	3	4	Active participation in professional organizations

Card Two
1- 4

5- 6 16 Some of the items listed above may be more important than others. Please
7- 8 RANK in order of importance those five items, which in your opinion, were most
9-10 helpful to you in achieving your present appointment. Write the number of the
11-12 item on the spaces below.
13-14

1_____ 2_____ 3_____ 4_____ 5_____

15-17 17. The criteria sometimes used in the selection of personnel for administrative positions are listed below. Usually these criteria do not carry equal weight. How important do you believe the possession of each of the following criteria was in securing your appointment? Using an "X" mark the three criteria you consider to be of most importance.

1_____ Age
2_____ Experience
3_____ Scholastic achievement
4_____ Personal factors
5_____ Sex
6_____ Training
7_____ Health factors
8_____ Breadth of knowledge

Part III Selection Procedures

In this section the procedure you followed in applying for your current position will be explored

18 | 18 Yes(1)_____No(2)_____ A written selection policy was available to you when you applied for this position

19-25 | 19 If you were employed outside the school district prior to your appointment how did you learn about the position to which you were appointed?

1_____ Newspaper advertisement
2_____ Professional journal advertisement
3_____ Employment agency ie Canada Manpower
4_____ Recruiting at professional convention or conference
5_____ Community organizations
6_____ Professional organizations
7_____ Other, please specify

_____

26 | 20 Yes(1)_____No(2)_____ A formal application was submitted for the position

27 | 21 Yes(1)_____No(2)_____ If no formal application was submitted there was an informal indication of your interest in the position

28 | 22 Yes(1)_____No(2)_____ A standard application form was used

29 | 23 Yes(1)_____No(2)_____ As part of the selection process you were required to write an ability or personality test

24 If yes, please indicate the type and if possible the title

_____

30 | 25 Yes(1)_____No(2)_____ As part of the selection process you were required to write an examination on a specific subject matter field (ie Social Studies Mathematics) or on educational theory and practise

26 Please indicate the type and, if possible, the title of any required examination

_____

31 | 27 Yes(1)_____No(2)_____ A medical examination is required as part of the selection process

32 | 28 Yes(1)_____No(2)_____ As part of the selection process you were interviewed

33-37 | 29 If you were interviewed, please indicate who interviewed you. Check all appropriate responses

1_____ Superintendent
2_____ Personnel officer
3_____ Committee
4_____ Does not apply
5_____ Other, please specify

38-49 30 If an interview was conducted by a committee, indicate the composition of the committee. Please check all appropriate responses

1 _____ Personnel Officer
2 _____ Supervisor
3 _____ Consultant
4 _____ Principal
5 _____ Assistant/ Vice-Principal
6 _____ Department Head
7 _____ Grade co-ordinator
8 _____ Teacher
9 _____ Counsellor
10 _____ Parent
11 _____ Not applicable
12 _____ Other, please specify

50 31 Yes(1)_____No(2)_____ A letter of recommendation or reference was submitted by you for this position.

51-59 32 Please indicate the position of the persons from whom these references were obtained. Check all appropriate responses

1 _____ Superintendent
2 _____ Asst/Assoc. Superintendent
3 _____ Supervisor
4 _____ Consultant
5 _____ Principal
6 _____ Asst/Vice Principal
7 _____ Grade Co-ordinator
8 _____ Not applicable
9 _____ Other, please specify

60 33 Yes(1)_____No(2)_____ The references, if any, were sent directly to the superintendent by the person writing them.

61 34 Yes(1)_____No(2)_____ A special observation other than routine inspection, was made of you in the field prior to your current appointment.

62-68 35 Indicate the position of the person who made the visit to your school or classroom. Check the appropriate response

1 _____ Superintendent
2 _____ Asst/assoc. Superintendent
3 _____ Supervisor
4 _____ Principal
5 _____ Member of the board
6 _____ Not applicable
7 _____ Other, please specify

For Office Use

Card Three
1- 4

Part IV: Placement Procedures

Placement, as used here, means the process by which the compatibility of the applicant and the specific position are determined. The following questions are designed to determine to what degree the nature of the position was taken into account.

5 36 Yes(1)_____No(2)_____ There is a written role description for the principal in your assigned school.

37 If yes, please indicate how this role was determined. Check the appropriate responses

6-11

1_____ By board policy
2_____ By tradition
3_____ By agreement between principal and staff
4_____ Principal has responsibility
5_____ Not applicable
6_____ Other, please specify

_____

12 | 38 Yes(1)_____No(2)_____ The goals and objectives of the assigned school are in written form

13-18 | 39 If yes please indicate how the goals of the school are determined Check the appropriate responses

1_____ By board policy
2_____ By tradition
3_____ By agreement between principal and staff
4_____ Principal has responsibility
5_____ Does not apply
6_____ Other, please specify

_____

19 | 40 Yes(1)_____No(2)_____ There are written policies used within the school

20-25 | 41 If yes please indicate how the policies are determined Check the appropriate responses

1_____ By board policy
2_____ By tradition
3_____ By agreement between principal and staff
4_____ Principal has the responsibility
5_____ Not applicable
6_____ Other, please specify

_____

26 | 42 Yes(1)_____No(2)_____ The principal has the responsibility for selecting teachers in the school

27 | 43 Yes(1)_____No(2)_____ The principal has the responsibility for evaluating teachers in the school

28 | 44 Yes(1)_____No(2)_____ Your leadership style was assessed

29-32 | 45 If yes, please indicate how it was determined

1_____ By interview
2_____ By observation
3_____ By testing
4_____ Not applicable

46 If a test was used, please specify type and title

_____

_____

47 Please describe any significant criteria or procedure that you experienced in the selection process that has been omitted from the preceding questions

_____

_____

48 Please comment on any improvements which you would like to see in the selection process you experienced

_____

_____

Part V. Satisfaction

49 Using a scale of 1 to 4 rate your degree of satisfaction with the following concerns 1 represents very dissatisfied to 4 which represents very satisfied Circle the appropriate responses

33	1	1	2	3	4	To what degree are you satisfied with the selection process you experienced?
34	2	1	2	3	4	To what degree are you satisfied that the information gathered in the selection process employed was an accurate indicator of your ability to fulfill the role of principal?
35	3	1	2	3	4	To what degree are you satisfied that the information gained in the selection process matched your skills with those required in this situation?
36	4	1	2	3	4	To what degree are you satisfied that information gathered in the selection process predicted your acceptance as principal in this situation?
37	5	1	2	3	4	To what degree are you satisfied that the information gathered in the selection is an accurator indicator of subsequent job satisfaction?

50 If you have any comments about either the questionnaire or the research project please feel free to express them

_____

_____